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ABSTRACT

Presented are the proceedings of the National Education Professions Development Seminar, Leadership for Change, held in December 1974. Transcripts of the speeches given include "Leadership in Vocational Education: Potential for Change," Mary Kievit; "Vocational Education Legislation," Melvin Barlow; and "Leadership in Vocational Education: Avenues for Change," Cayce Scarborough. Small group interaction sessions are described in outline form, panel and committee members are listed, and the evaluation results of the seminar are also included. The Leadership for Change program provides the agenda, lists and other program participants. Supplementing the proceedings is a speech presented by Frank Perazzoli. (LJ)

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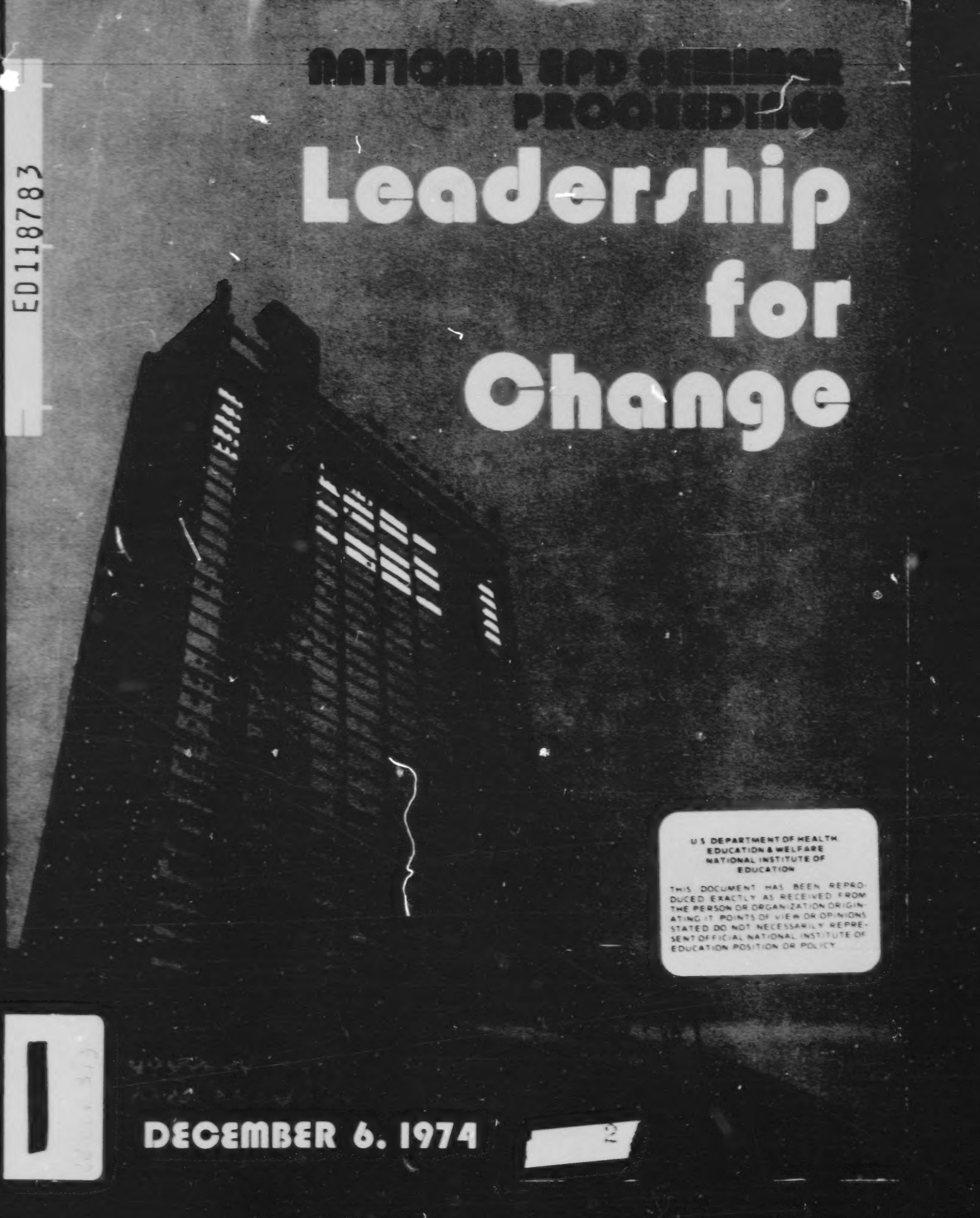
NATIONAL EPD SEMINAR PROCEEDINGS

Leadership for Change



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DECEMBER 6, 1974

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Appreciation to U.S.O.E.

William F. Pierce, Deputy Commissioner
Bureau of Occupational and Adult Education

Frank Perazzoli
Education Specialist
Vocational Education
Personnel Development

The Future of EPDA, Part F

by Duane M. Nielsen
Chief of Vocational Education
Personnel Development, USOE

It is both a personal and a professional privilege to participate in this seminar. We are pleased that the U. S. Office of Education, through support of the Vocational Education Leadership Development Program, has contributed to your professional development and has helped make this activity possible. In addition to my own warm welcome, I bring you greetings from Commissioner Bell and Dr. Pierce, Deputy Commissioner for Occupational and Adult Education. We commend the various committees, the university project directors, and the Section 552 Resource Panel for their leadership in planning and executing such an outstanding program.

You represent a significant segment of the Education Professions Development Act, Part F, program. In addition to the 347 fellowships funded through the 28 approved universities or consortia, there are over 360 state, regional and national projects supported in all 56 states and territories, through our ten regional offices, under Section 553 of EPDA, Part F. These projects will in-service over 35,000 vocational educators during this year. Evaluations and visits to many of these institutions and projects have revealed excellent planning and progress toward achieving the twin goals of vocational education leadership and state systems development. Although funding for

the coming fiscal year is not assured, we are anticipating an appropriation by the Congress to continue comparable efforts during FY 1976. If funds are available, regulations and criteria will be published governing the program and the submission of proposals and applications. We are looking forward to continued authorization for vocational education personnel development under new legislation, and to the challenges this will bring to all of us for improving both the quantity and the quality of the personnel who serve the youth and adults in our programs.

Major Committees

GENERAL ARRANGEMENTS:

Mr. Bill Hollenback, Chairperson - Oklahoma State University
Dr. Gordon Swanson, Advisor - University of Minnesota

SEMINAR LOGISTICS:

Mr. Jackie Elliott, Chairperson - University of Tennessee
Dr. Duane Blake, Advisor - Colorado State University

PROGRAM COMMITTEE:

Mr. John Skinkle, Chairperson - University of Minnesota
Dr. Lloyd L. Wiggins, Advisor - Oklahoma State University

RECEPTION COMMITTEE:

Mr. Warren W. Valdry, Chairperson - University of California/
Los Angeles
Dr. Peter G. Haines, Advisor - Michigan State University

BOOTHS - INFORMATION AND/OR DISPLAY:

Mr. Ted Gasper, Chairperson - University of Kentucky
Dr. Harold Binkley, Advisor - University of Kentucky

Registration

Tom Seymour, Chairman
Colorado State University

Welcome

by Bill Hollenback
Oklahoma State University

"Leadership for Change" is the theme for our day's activities. The classification of anyone present today as a leader is a function of the degree to which he or she exhibits the characteristics of a leader in various situational contexts and is accepted as such by members of his/her peer group and, in many cases, persons external to that group. In addition, our assumption that change in vocational education is a viable, desirable and essential objective may also be open to question. But, if we as educators can examine our field and perceive any faults, inequities or shortcomings, then we obligated as professional to address those issues and the means of coping with them. Our charge for today is to highlight some of those issues and the means for facilitating necessary change. To do this, we must consider the direction, objectives and modes of change - each of which may be made more orderly and legitimized by effective planning.

First, with respect to the direction of change, many vocational educators might be quick to agree that some modifications are necessary; but there is confusion concerning just exactly <u>what</u> changes are required. Often, it is difficult to know just which direction or what degree of effort will lead to improvement. Consequently, the conceptualist within

our ranks - those intermediaries between the extremes of nominalism and realism - must focus on prospective changes which are and will be occurring in our culture. Due consideration must be given the implications for vocational education. As leaders in positions of affecting change, we will be expected to operate from a strong base of knowledge and understanding. Without it, the direction ascribed is just as likely to be disastrous as beneficial.

Second, from the standpoint of objectives, it should be evident that change should not be undertaken simply for its own sake. There must be a purpose. Specifically delineated goals supported by reason are a necessity - reason which is explicit and examinable, reason which is defensible. Vocational education as a concept represents attempts to educate individuals thru methods, practices and facilities which evolved from what was deemed appropriate at a given time. Circumstances may now be such that these operational procedures are inadequate and ineffective in (1) meeting the needs of individuals and (2) maximizing the capacity to provide necessary services. Future courses of action will only be justified to the extent that they are representative of a commitment to the realization of these ends - meeting the needs of individuals and providing the services required.

Third, in terms of the possible modes of implementation, change will require the adoption of new policies and new practices. It may involve the initiation of procedures which do not now exist. It may necessitate the abandonment of others which are presently accepted. Or, it may involve the combination and meshing of the existant with the untried. Regardless, the leaders of vocational education will become the vanguard for change by encouraging and participating in the practical application of experimentation. Experimentation which

focuses on new ideas; which highlights the nature of change; and which sets forth realistic and desirable results to be achieved.

Finally, attention need be directed to that component so essential to the direction, objective and mode of change; that component to any successful endeavor - planning. It is through effective planning that appropriate goals and objectives can be readily ascertained. Agreement can be reached in establishing priorities and procedures for needed action. It is planning that facilitates the determination of what changes are needed and provides a defensible justification for priorities. Only through decision-making characterized by professional-level competence in the discipline of planning can we hope to avoid serious and costly mistakes - costly in terms of finances, time and misdirection.

If we become or continue as leaders, we will do so as change-agents. This may be our most important function. As such, we will be the shapers and the shaped. As shapers, we will be the cutting edge for growth and improvement; the force against which vocational education will try itself and set its own limits. As those being shaped, we must be keenly aware of and attuned to the needs of the times. We must have an eye on both the past and the future.

In closing, it has to be noted that if vocational education does not adapt, it may grow static and regress. Therefore, we must constantly re-examine our purpose. It must be kept flexible. The growth and worth of vocational education is at stake. Its value will be defined by our individual and collective efforts. Change <u>is</u> occurring; action may be needed; and we as a group interested in furthering our professional development can set the destination of this venture with our imagination and initiative.

Greetings from AVA

by Dr. Mary Ellis, President
American Vocational Association

It gives me much pleasure to welcome you to this annual AVA Convention and to salute each of you today as you consider "Leadership for Change." Your theme is most appropriate, since the only constant element in society is "change"; leadership must surely have that dimension if society is to survive and succeed.

It has been my good fortune to be associated with the EPDA program on various occasions since its inception. Truly it is an essential ingredient in the process of providing for the improvement and advancement of trained personnel in the field of vocational and technical education. This program creates a learning environment that allows people to become productive and to actually learn to become leaders. It is always gratifying to see both men and women in a program such as this one. Likewise, it is noteworthy that so many of you represent the youth and vitality that vocational education needs so badly. You must be aware of the challenges ahead and prepare yourselves to meet these challenges.

My very best wishes to each of you as you continue to pursue your professional goals. May your stay in New Orleans be enjoyable and the AVA sessions you attend be both stimulating and beneficial.

Introduction of Guests

by Katy Greenwood
University of Minnesota

Since the passage of the Educational Professional Development Act, the areas of focus within that legislation have had various mechanisms that have been advisory in character. Presently, we have two dealing with vocational education professional development. One is a national project focusing on EPD 553, and the other is a national project focusing on EPD 552. The 553 project is directed by Dr. John Coster, North Carolina State University and the 552 project is directed by Dr. Gordon Swanson, University of Minnesota.

The EPD 552 panel serves as a reference group and a resource body for the overall program of educational professional development. It consists of members who are in state agencies and universities as well as ex-officio members who are in state agencies and universities as well as ex-officio members who are in the federal government. Several of these people indicated they would be here for part or all of our day's activities. I will read their names and ask them to stand so that you might recognize them and welcome them personally later in the day.

Dr. Gordon Swanson, Project Director, Professor at University of Minnesota

Dr. John W. Struck, State Director of Voc. Ed., Pennsylvania

Dr. Garry Bice, representing Dr. James McComas, University of Tennessee

Dr. Norman Durham, Dean of Graduate College, Oklahoma State University

Dr. Carl J. Dolce, North Carolina State University, Dean of School of Education

Dr. Carl J. Schaefer, Rutgers University

Mr. Robert Madson, State Department of Education, Minnesota

Dr. Donald Clark, Dean of College of Education, Texas A & M University

and the Chairman of the Panel, who will comment to you in a moment, is Mr. Van Tries, State Director of Vocational Education, Minnesota. Mr. Van Tries has been the Chairman of this Panel for three years - has been State Director of Vocational Education in Minnesota for more than ten years, and also a member of the Graduate Faculty at the University for about five years. Along with seven other State Directors, he was responsible for organizing the effort which culminated in legislation for vocational education that will be reported on later today by Dr. Mel Barlow. He has been genuinely interested in Vocational Professional Development and has exerted leadership in his State as well as in the Nation. We are delighted to have these members of the National Resource Panel with us today, and equally delighted that Mr. Van Tries has agreed to say a few words in their behalf.

National Resourse Panel

by Robert P. Van Tries, Chairman
Director of Vocational Education
State of Minnesota

On behalf of the National Resource Panel, let me say we are pleased and grateful to be a part of this effort today - in the combining of talents to look at the issues and possibilities within the field of vocational education.

This exercise and this effort perhaps can capture all the best thinking today to propel us forward in a way that will accomplish our main goals in the field - preparing people to earn a livelihood.

In a real sense, you represent here today hopes for the future of vocational education.....perhaps through the transmission of experience - combined with our best critical thinking.....we can generate a future for vocational education that <u>can</u> meet the needs of all our people who need, want and can benefit from vocational education. <u>I commend your plans and your presence here today</u>.

Let me say a few words about the National Resource Panel itself and its functions within the area of professional development. Its mission rests within its title - to be a resource for vocational education professional personnel development. The panel comprises a group of persons, rotated periodically, who have demonstrated expertise about

vocational education and professional development. Their function is to generate improvement of this aspect of the field - to convene people who can address issues and problems.....to advocate if desirable .....to evaluate when needed.....and to provide technical assistance when requested. These persons are committed to improving the ways and means of professional development.....they stand ready to assist toward this end in any way possible.....they are here today to support your endeavor fully.

This assembly today represents the best of many things. First, the best of the nation's universities and colleges were chosen to provide the professional programs in vocational education. We have twenty-eight of those institutions which have demonstrated competence and commitment to vocational education. Second, we have 347 awardees who also have been highly selected for their ability to generate initiative - called leadership. Third, we have twenty-eight groups of graduate faculties who, along with their respective project directors, have accepted expanded responsibilities for a future thrust in vocational education. In addition, no other group of people have been more alert and committed to ways and means of providing professional personnel development within the field than the fine staff at the U. S. Office of Education. Fourth, the sessions of this seminar represent an attempt to handle our most important functions - interaction and communication. Our field is handicapped when only 80% of those involved in vocational education "get the word."

Finally, I wish to say that I hope that you share with me the historic character of this day. Assembled in this room are selected representatives of all the states and territories as well as the District of Columbia. Also assembled is the sense of cooperation

which we have among universities, state agencies and the federal government. All of this combined with the sense of obligation which we have to the concept of excellence.

No comparable assembly has ever been convened. The meeting is not the culmination of our expectation, it is the commencement of them. Thanks for your attention and the privilege of intruding on your time.

"Leadership in Vocational Education: Potential for Change"

by Dr. Mary Kievit
Rutgers University

A department store engaged an efficiency expert, whose obsession was to move the departments to different parts of the store every day. One day a section would be on the top floor, the next it would be in the basement, and on the third it would be placed where the restaurant had been.

After three weeks of this a regular customer approached the harassed floorwalker and asked where the menswear department was. "I do not know" was the reply, "but if you'll stand here for a few minutes I'm sure you'll see it go by!"

Some analysts in the U. S. might be inclined to accept this anecdote as being analogous of the socio-economic-political conditions of the 1970's. Toffler might find it illustrative of the much popularized condition of Future Shock. It is pertinent to ask in each of these situations: Where is the Leadership?

Thoreau in his book Walden counsels, "In view of the future or possible, we should live quite laxly and undefined in front, our outlines dim and misty on that side." Yet he also asserts, and without contradiction, I believe, "If you have built castles in the

air, your work need not be lost; that is where they should be. Now put the foundations under them."

The realities of our personal and professional lives and the lives of organizations are characterized by change. Change is stimulated by complex forces, only some of which have identified, interacting in complex ways, only some of which are discerned and faintly understood, with the bast number beyond the realm of our present comprehension not to mention control. There is an expanding body of information on planned change, change strategies, and innovations worthy of every leader's attention. Much remains to be developed and tested.

Should we then feel put upon and impotent? Should we as leaders resign ourselves to being at the helms of organizations, drifting and buffeted by forces at work both within the organization, and within society?

I submit, that as leaders, we dare not succumb to a Futility, Failure, and Despair Perspective. Rather let us accept as a credo, one enunciated by Emerson. "This time, like all times, is a very good one if we but know what to do with it."

There are a number of actions which leaders committed to actualizing potential for change can take.

First, be linked in systematically and routinely with sources of ideas and information essential for making judicious decisions pertinent to change.

The sources of ideas and information will vary yet overlap for professionals in leadership positions serving various clientele. Specifically those in national leadership positions, whether it be the various offices in AVA, U.S.O.E., or "lighthouse" Universities, need to be apprised of the broad socio-economic-political changes occurring

which have implications for vocational technical education. In recent years, and currently, some provocative studies are available. Some, like Peter Drucker's Age of Discontinuity and Daniel Bell's The Post-Industrial Society attempt to synthesize information from various sectors in our society and to analyze the portent of these changes. In the Real America, Ben Wattenberg has utilized 1970 census data to derive some empirically sound answers to questions regarding trends including those relative to work. He reports the major trends toward "cerebralization" and "demanulization" of American labor with a "stunning increase of professional and technical jobs." Higher paying "blue-collar" jobs have remained about as widespread, pervasive and powerful as ever (quite widespread, pervasive and powerful indeed). The data indicate that these have become more pleasant and less physically demanding also. Harold Shane has written on a future-oriented assessment of crucial educational issues.

Speaking of trends, the future, and change, let us consider briefly the meaning of change.

Change is the action of making something different in form, quality or state. It is then relative to some existing condition. With reference to an organization or person it is frequently defined as an alteration in existing goals, procedures, practices, and/or behavior.

For example, an individual who drinks alconolic beverages to excess each day and who ceases to drink completely, has changed.

A vocational program which one limited enrollment in construction courses to young men and now actively recruits young women, has changed!

Instruction which previously relied on teacher demonstration, lecture, and shop experiences and now includes single concept films,

video tape, closed circuit TV and cooperative work experience, has changed!

Change can be planned or it can occur without planning and without intention.

In addition to the types of resources referred to earlier, research, particularly reviews of work in specific problems has much to contribute to planned change efforts. A recent report synthesizes research findings from a number of studies to derive a clearer understanding of organizational characteristics which make for organizational competence. I am eager to study a recent publication by Leonard Lecht, Evaluating Vocational Education - Policies and Plans for the 1970's previewed in the November issue of the AV Journal.

Leaders in national positions also need to use, and create if necessary, effective channels of communication with practioners at the local and state levels. It is critical that these channels be structured to promote two-way communication. Thus issues, concerns, and problems experienced, at the "grass-roots" level so to speak, extend, verify, and clarify the needs for change; the alternative forms change may take and still be effective.

National leaders have the responsibility to develop and implement mechanisms to promote needed change. These may include initiating legislative action; mobilizing the support necessary for the passage of legislation introduced; making others aware of the need for change through publications and conferences. One such conference was held in 1973. The New and Related Services Division of AVA in cooperation with other agencies sponsored a conference on "Vocational Education in 1985." The major objective was to describe the ideal state of Vocational Education, its characteristics, and the means to achieve this

state.

Conferees considered broad socio-economic-political changes as one input to the planning.

Vocational-Technical Education was conceptualized as a system and those attending the conference considered these components of the system: 1) mission and goals; 2) clients to be served; 3) physical resources required; 4) methodology; and 5) outcomes.

Outcomes from the system, according to this group should include a sound comprehension of the role of the "self" in society (i.e. from each individual client's perspective) and skill development. Skill development was defined in its broad sense as having to do with preparation for entry level employment and for subsequent occupational advancement with the capability for horizontal and vertical mobility.

Everyone was considered to be a potential client of the system via career education at the younger ages, vocational exploration and skill training in grades 10 through 12, and vocational and technical education from grade 12 on throughout adult life.

Relative to programs, core curriculum, career ladders and lattices were emphasized. Close links with business and industry and projections of manpower needs were considered essential to assure currency and elimination of obsolete programs.

The system to serve all age groups should have multiple entry-exit points.

Instruction should be individualized and modes should be widely varied including packaged multi-media materials.

These characteristics of the ideal vocational education in 1985 constitute expansion and improvement in some of the efforts currently underway. At the state, county, and local leadership levels, pro-

fessionals need to be "tuned" in to some of the same sources of information.

For at all levels there is the necessity for imaginative critical interpretation as to the precise import which societal trends have for a specific organization. It is at each level, that specific priorities must be established and plans for implementation developed.

To illustrate, in the 1960's "The War on Poverty" was a national priority. Harrington's The Other American was forceful in bringing to the attention of the nation, the plight of the poor. The significance of the contribution of vocational technical education to this endeavor was expressed in legislation by targeting allocations for special needs population. This has continued through the 1970's with the target for 1980, to prepare a minimum of 70 percent of all secondary, post-secondary and adult disadvantaged students for employment. Many of you from your own experiences know the impact on programs, recruitment, and instruction which achieving this goal has had and will have for the last half of this decade.

In brief, to actualize the potential of leadership be linked in systematically and routinely with sources of ideas and information pertinent to change.

Second, know your personal values as these relate to specific changes and recognize that these may differ from your professional responsibilities.

Any area of change where this is particularly germane is that of equal opportunity. Equal opportunity is pertinent to a number of groups, and is manifest in broadening occupational options for women and developing more effective programs for the disadvantaged and special needs populations.

You may prefer that your wife, daughter, mother select an occupation traditionally considered "feminine." They may share this preference. That is your and their prerogative. Do recognize however that they will probably earn lower incomes and have less likelihood of advancement. These are your personal values. It is not your prerogative to prevent other wives, daughters and mothers, however, from choosing educational programs and occupations from the total range of existing options. It is your professional responsibility to facilitate such choices.

Although some success has been achieved in providing effective instruction for disadvantaged students, most of us, I believe, will concede that we need to do better. Teachers may feel less success in working with special needs populations. Recruiting these students to programs may result in a disruption of some cherished practices and procedures. But the need to broaden options and develop more effective programs is real. The responsibility has been accepted by the profession. Thus as a leader, you must work through any ambivalence or conflict, if indeed these exist, between your personal values and professional responsibilities so that you "come through" to subordinates as authentically in support of the change proposed.

Thirdly, know the situation within which your leadership is exercised as this relates to change.

Specifically, is the change considered appropriate to the purpose of the organization and the auspices under which it exists? Do not lose sight of the possibility however that the purposes may be in need of modification.

What evidence is available indicative of the need for change to improve organizational performance? What evidence exists that this

particular change will lead to the desired outcomes?

Washington Irving, noted American author of the 1800's reminds us that: "There is a certain relief in change, even though it be from bad to worse; as I have found in traveling in a stagecoach, that it is often a comfort to shift one's position and be bruised in a new place." Washington Irving (1824)

What sources are available, or could be available with reallocation from present use? How do these compare with the resources required for increasing the odds in favor of a successful implementation?

Orlasky and Smith studied major change efforts of the past 75 years for U.S.O.E. A condensed report appeared in March, 1972 in Phi Delta Kappan. Among other conclusions they note that "change in methods of instruction are apparently more difficult to make successfully than changes in curriculum or administration...A change that requires the teacher to abandon an existing practice and to displace it with a new practice risks defeat. If teachers must be retrained in order for a change to be made, as in team teaching, the chances for success are reduced unless strong incentives to be retrained are provided."

Are specialized competencies required? Are these available among the present personnel? Can these be developed?

Are there sound reasons to believe that enough information about the change is available to actually implement it?

Is there sufficient agreement among the personnel responsible for implementing the change that it is a worthwhile change?

What other efforts, if any, for change are in process in the organization? How compatible are these with the change contemplated?

How complex or simple is the change? Is it confined to a few classrooms, departments, units? Does it extend to all facets of the

organization?

These then are qeustions which help to consider the desirability and feasibility of various changes in a specific organization.

Last, mobilize the organization for change.

Consensus does not exist regarding the ratio of success to failures in planned change efforts in education. There is little doubt however, that successful implementation requires careful systematic planning, the availability of needed support services, and agreement that the change is desirable by most of those involved in its implementation.

A clear and detailed description of the change to be implemented is essential. This seems very obvious, but believe it or not, some change efforts have seemed to fail, in large part, because the goals were so vaguely expressed with no supporting detail provided. Teachers originally supportive to the change, resumed previous practices as it became apparent that they lacked a clear specification of what was being sought.

The description should be widely disseminated to those involved and include information pertinent to each different unit.

A time schedule should be devised which clearly specifies the objectives to be achieved; who is responsible; and regular assessment of progress.

Since every organization must use some of its resources for maintaining some activities, as well as modifying, deleting, and adding new activities, it is important that personnel in key decision-making positions work out and agree upon the ranking of priorities among various areas. The rank accorded the proposed change should influence the consistency with which decisions by various personnel serve to

support or impede its success throughout the total period of time required to move through initiation, implementation, and finally incorporation (i.e. it has become routine).

Staff development programs and support services and materials cannot be left to chance. Planning efforts must identify such needs, search for alternative ways of meeting them, select from those available, provide these at the critical times, with adequate rewards and incentives.

Planning should consider the need for changes in the structure of the organization, such as creating a new position, or redefining the responsibilities of one or more existing positions, so that responsibility for implementing the change is clearly allocated. Such action could provide an internal advocate for the change who considers current and proposed policy and practices in terms of whether it is consistent with or inimicable to the change being implemented.

In conclusion, link in with sources of ideas and information pertinent to change; know your personal values as these relate to professional responsibilities; consider situational factors in choosing the changes most likely to contribute to achieving organizational goals; mobiline the organization for implementation.

As leaders, be open and flexible. Keep your conceptions of the possible and the future "dim and misty," but do not fail to attend to "your castles in the air" eventually to be supported by a firmly built foundation.

Vocational Education Legislation

by Dr. Melvin Barlow
University of California/Los Angeles

During the past 57 years vocational education in the United States has grown and developed in all of the states greatly due to the influence of federal legislation. Major changes in legislation have developed out of an influence of special national studies which gather the facts, and the rationale, for new directions in vocational education. The first of these studies was in 1914 when the Commission on National Aid to Vocational Education made its report and formulated a bill which later became the Smith-Hughes Act. The second of these studies was the responsibility of the Panel of Consultants on Vocational Education, 1961-62, who's report Education for a Changing World of Work, became the basis for developing the Vocational Education Act of 1963. The third of these studies was conducted in 1966-67, directed by the Advisory Council on Vocational Education (an ad hoc group which went out of business on January 1, 1968). The Council's report, Vocational Education: the Bridge Between Man and His Work, was used by the Congress as the basis for the Vocational Education Amendments of 1968.

Seven years have gone by without a major study of vocational education which would provide information for the Congress as a guide

to revisions in vocational education legislation. Early in 1974 the state directors of vocational education of eight states pooled their resources and asked the American Vocational Association to manage a study of vocational education for the purpose of providing Congress with the information it needed to prepare new legislation. Subsequently, and as a result of this study (Legislative Proposals for Vocational Education), Congressmen Perkins and Congressman Quie introduced HR 17304. In addition to this bill two other bills were introduced. It was anticipated that an additional bill, representing the administration's point of view would be introduced, but to date this has not occurred.

HR 17304 included all aspects of the Vocational Education Amendments of 1968. In addition, special emphasis was placed on statewide planning; prevocational education (career guidance and exploration); outreach characteristics, in order to include more people in vocational education; teacher education; leadership development, and other similar elements. The rationale developed for the new legislation (that is HR 17304) took into account cost of living increases, inflation in general, and increased enrollment in vocational education. All of these items have conspired to create a problem from a funding point of view and the proposed legislation made provision for substantial increases in federal funding--in total, from $1.5 billion in 1976 to $2.3 billion in 1981. The funding rationale provides more flexibility at the state level--in effect providing block grants for some parts of the Act with the state having the responsibility of dividing the funding according to their needs for each subpart of the Act. Part E of the Act contained all of the funds that were to be split 50-50 with the Commissioner of Education

receiving funds for national priorities and the states receiving funds for state priorities.

HR 17304 urges the retention of the "sole state agency" concept, which has served the nation well since 1917. However, this concept is being contested by some groups that would like to make a division of funding and administrative oversight at the federal level. It is my personal feeling that this will destroy the total unity of vocational education and create more problems than it could possibly solve, if in fact such division would solve any problems at all. It is further conviction that federal legislation should not attempt to solve state problems of administration simply because of the diverse nature of state administration of vocational education

For the most part the Vocational Education Amendments of 1968 is a very good piece of legislation. Most of it does not need any new treatment. However, as identified above there are some items that do need special emphasis. Vocational education, now as always, is concerned with people and the work they do. We have a mandate from the Congress--all persons of all ages in all communities--and it is up to us to deliver with increasing effectiveness in connection with this mandate. It is toward this goal that the proposed legislation in HR 17304 is directed.

"Leadership in Vocational Education: Avenues for Change"

by Dr. Cayce Scarborough
Auburn University

Your topic for this seminar is both timely and appropriate. Always an important topic, perhaps no time in recent history (at least for the past 50 years that I have been observing the scene) have as many people given as much thought to leaders and leadership in this country. Without getting into the politics of the situation, we would all agree, I think, that one of the shockers coming out of the tapes of the Watergate affair was clear evidence of the LITTLE ways in which our BIGGEST status leaders spent much of their time. Out of this episode and the recent General Election have come many articles suggesting re-examination of many of our procedures of electing and otherwise securing leaders. One suggested that before we elect another president that his Cabinet and other top associates be identified in advance so that voters could also consider these people. (1) The other suggested that in the General Election, where more than usual interest was centered on the candidate and his outlook, not a single leader emerged to clarify the issues that we would be facing; not only the energy shortage this winter, but to help us "see" and face the future. Further, that some of the newly elected leaders would apparently feel obligated "to make the mistakes demanded by their constituents," rather than trying

to become the leader that would be able to lift us out of our everyday woes and make heroes out of us ordinary folk. (2) A pretty big order, but that comes close to describing a needed leader.

What about our leadership in vocational education? How would we look if our tapes of our closed door meetings were played publicly? Or if our vocational leaders were held accountable to the extent of appearing on national TV before a committee? How would our national, state and local leaders in vocational education be judged by the public? It is interesting to speculate whether we would plead confidentiality or some other reason for not wanting to look closely at our records of leadership. At least, we have admitted that however good our leadership is, it is not good enough. So the EPDA Fellowship Program was developed, and you were recruited to become a better leader for the future. The fact that you have planned this seminar indicates that you think that you may need to give some thought to becoming this needed leader of the future rather than expecting it to happen automatically as a result of your getting some courses, some experiences, or even some advanced degrees. That in itself is a hopeful sign. I am honored to have a part in this program. My main hope is that we can further stimulate your interest in your own development as a leader, but more important, to identify the issues faced now and in the future by all leaders in all areas of vocational education. One of you might well be the first to write a book on FUTURISM IN VOCATIONAL EDUCATION to join such books in other areas. Certainly part of such a book would be devoted to the Survival Skills needed to be a leader in vocational education in the future. At least two characteristics seem apparent. First, be future-oriented and change-oriented, in contrast to the traditional past,no matter how successful. I believe that this is an

attitude and not the result of additional knowledge or psychomotor skills, although these could contribute to attitude. Second, be able to work with people who have different ideas about what vocational education ought to look like in the future and not get lost in the shuffle.

Types of Leaders

Traditionally, types of leaders have been distinguished as Autocratic, Democratic, and Laissez-Faire. Although these have come to be used interchangeably, that is, a person might show either of the three characteristics at a given time and situation, rather than seeing a leader as always one of the three, they still do not adequately describe the modern leader. A more recent category description by one student of leadership is as follows: Battler, Helper, Thinker. (3) More specifically, these types are known as Tough Battler, Friendly Helper, and Objective Thinker. Again, the point is that a leader might need to assume roles of either of these at a given time and situation, but that basically each leader could be classified as either a Tough Battler, Friendly Helper, or Objective Thinker. Here is an idea of how a leader in each of these three types would likely act or react in several areas common to leadership decisions.

MODERN LEADERS

Emotions	Accepts aggression	Accepts affection	Rejects both affection and interpersonal aggression
Goal	Dominance	Acceptance	Correctness
Judges others by	Strength, power	Warmth	Cognitive ability
Influences others by	Direction; intimidation; Control of rewards	Offering understanding; praise; favors; frienship	Factual data; logical arguments
Value of organization	Initiates; demands discipline	Supports; harmonizes; relieves tension	Defines; clarifies; gets information; criticizes; tests
Over-uses	Fighting	Kindness	Analysis
Becomes	Pugnacious	Sloppy-sentimental	Pedantic
Fears	Being "soft" or dependent	Desertion; conflict	Emotions; irrational acts
Needs	Warmth; consideration-objectivity; humility	Strength; integrity; firmness; self assertion	Awareness of feeling; ability to love and to fight

- Theodore Kauss, "Leaders Live With Crises"
Phi Delta Kappa Fastback, 1974

Still another way of looking at types of leaders is as follows: Statesmen, Survivors, S.O.B.'s.(4) Although these are not as scholarly terms as some of the others,they may be descriptive of some leaders that you know in some places in some vocational programs. Although I could develop such a list based upon my experience, I have not put these in writing and do not have a list to hand out publicly or privately. While you are making your own list you might do a little thinking about where your coworkers would place you in these three types. I have some evidence that I have been placed in all three categories at one time or the other. But this may not be all bad. You may recall that not too long ago there was a national list of individuals to be checked out very closely, and it became quite an honor, at least as seen by many in this country, to be on this particular S.O.B. List.

But, seriously, these three types give us an opportunity to examine more closely some roles of leadership that may be required at a given time and situation. There may be times when any one of these types might be needed. But again, the point is not to become extremist in either of the categories, even that of statesman. Even a statesman position can degenerate to a dogmatic stand against the whole world where you lose the statesman role and become a martyr.

A Different Look at Leadership Roles

We frequently think of leadership roles as functional in terms of status, or the roles required of a given leadership position, such as, Director, Coordinator, or Superintendent. But if we take a closer look at leadership in terms of who offers leadership to teachers, students, or other members of educational groups, you may find the leader is a teacher, a professor, or someone other than the status leader as identified by the chart or the bulletin or the catalog. Put simply, there is leadership wherever you find a leader.

One account of this type of a look at leadership suggested that you could define a leader as one who successfully stimulates and directs action in socially desirable direction. In other words, this is a look at the leader in action. To become such a leader you would be one of the following: A Prophet, A Scholar-Scientist, or A Social Engineer.(5)

The PROPHET in the field of education, performs a very important function. He points out the need for new educational policies, programs, thus serving as a gadfly (particularly to those responsible for present programs) stimulating people to think seriously about educational problems and become aware of the shortcomings of current programs. This, of course, means that the life of the prophet is not easy. In fact, in an earlier day, as the Bible scholars in the audience can tell you, if the prophet chose the wrong person to hear the wrong prophecy at the wrong time, he lost his life. (The modern version of this is to be demoted and sent down the long hall to the little room to shuffle papers and gem clips on reports that make no difference to anybody!) The danger in the prophet is not that he warns of present practices and needed changes, but that we may confuse his warnings with the hard facts of the

situation under question. Both are needed in looking at educational problems. For example, we have seen a wide range of these prophets writing and speaking about the many shortcomings of our public schools. Some to the extent of seriously considering the "de-schooling of America." We need to take these types of prophecies with a grain of salt and an ounce of humor. For example, if the schools are as bad as some of these Whiz Kids say, how did they manage to get so smart coming through those terrible schools? But we need prophets in vocational education, and maybe you are just the person needed. But don't say I didn't warn you that you will lose friends while trying to influence people!

The Scholar-Scientist is a role that not many in vocational education seem to want to tackle. The researcher in vocational education was almost to the point of being an accepted member of the vocational educational leaderhip, with his available $$$, until he strayed out in left field with so much of his research until many vocational leaders left him out there to pursue his statistical analysis pretty much alone with his graduate assistants from psychology. Too bad, because vocational education needs more Scholar-Scientists, I think, to help identify the problems and seek some solutions better than using past experiences. Maybe that is what the EPDA Fellowship Program will produce! I hope so, for I believe that in the present and future that we are going to need all of the help that we can get in making decisions about vocational programs to meet the changing needs of people in the future. The chief ammunition in the arsenal of the Scholar-Scientist is truth, derived by hard work and study, including research.

The Social-Engineer faces up to the fact that to be a leader you must have followers and that you must be going somewhere. Therefore, this role calls for lots of know-how, strategies, and communication

ability, undergirded with a wonderful understanding of people and what makes them click and not be upset when they don't! This does not mean that "anything goes" and that you follow the crowd. This is not leadership but avoidance of leadership. If you take this route to leadership in action then you must become and continue a student of change and people in a change situation. How do people make decisions? Do these differ if it is a stress situation? How do we get "community action?" These are the sort of questions that interest you if the Social Engineer is your way of exerting leadership in action.

Decision-Making and Leadership

If you want to be a leader, or if you have leadership thrust upon you, there is one ability that will be needed every day, and often many times in some days. Other than "getting along with people," this ability is needed most frequently by anyone in any leadership position. That is, the ability to make decisions. Put more positively and personally, the ability to become an effective decision-maker. Everyone who gives leadership a second thought agrees with this need. However, many violate every principle of effective leadership in trying to become a good decision-maker. There is much interest in decision-making, especially since it is now clear to all but the diehards, that the use of computers, the systems approach, or any other scientific approach, that this is a human problem rather than expecting a print-out to give you the decision. Even some of the experts in the field of management through the use of reams of data as input in the systems approach to decision-making are admitting that after all the facts and figures are compiled and analyzed, the alternatives indicated with predictive results, the final decision

is not only a human matter, but is apparently guided by intuition. Not only that, but one of these management experts said, "The higher a man rises and the more complex his decision-making process, the more intuitive his decisions must become." (6)

How do you become an effective decision-maker? We can only indicate the direction on this occasion, hoping to get you interested enough to become a life-long student of the subject. Here are a few hints that seem worth considering if you pursue the subject. First, study the process of decision-making by identifying the minimum steps needed in any situation where a decision must be made. For example, asking questions to be sure that you have clarified the problem situation is one of the essentials. This, like other decision-making steps, is not as easy as it sounds. When clarifying a situation you sometimes must ask questions that some of those involved may not want you to raise. An illustration of such questioning would be "What is the real objective of this particular move that is being anticipated?" A similar question that is tough to answer and often hidden, is "How did the last effort in this situation really work out?" If the last effort was suggested by "The Boss," or "The Establishment," then it had to succeed according to the news release to the public even if the effort had really failed miserably. (Perhaps the best large scale example of this sort of cover-up, a popular term these days, was in the Vietnam War when we were playing the numbers game. Even official visits to that ill-fated country failed to get past the official reports of success of efforts that had failed miserably. The "Game Plan" must succeed and was thus reported.) So, the identification and clarification of the problem situation is a difficult but essential step for the decision-maker. Another approach to this step is identification and clarification of the issues. If there is a problem needing a

decision there are issues to be identified and clarified. This leads to our second essential in developing our decision-making ability.

To identify, clarify, isolate and examine issues requires some philosophical ability. At least a philosophical attitude. A beginning here is the raising of questions mentioned earlier. Some of these should be turned inward to seek a better understanding of self. Socrates said it better than I a long time ago when he observed that, "An Unexamined Life is Not Worth Living." Modern writers use the term Self-Concept in pushing us to examine self, motives, drives, goals that cause us to be the sort of individuals that we are. If you are keeping up with the literature in Career Education, and that's about a full-time job now, you know that one of the views here is that whatever career that you follow indicates strongly the concept that you have of the self. Donald Super suggests that your career is your implementation of your self-concept.

To avoid a morbid, useless, egotistical look at self you might start with Professor Super's idea and see if it is working for you at this stage in your professional life. Then, see if out of this examination of self in relation to the workaday world, might come some principles, guidelines or understanding of your values and what you are going to do about them. Most of us cannot do as well as John Gardner did in his little book, Self Renewal, but we can try to think through our basic ideas about what should be done in vocational education in the years ahead. (Incidentally, one of the reasons that you won't write a book like Self Renewal is that you are an educator, and educators cannot write books that have only 127 pages! But you can try!)

Vocational Education and Community

If you are to be a local leader in vocational education in the future,

I believe that you must become community-oriented. Regardless of your specialization within the vocational field, I believe that you must see how your area can meet the needs of the people of that particular community. Yes, the geographical community, not just the "community of people" in an abstract sense. Specifically, get a large culture map and mark out the geographical area in which the vocational program that you are responsible for will operate; school, community, county, district or other area. Then, study this community, sociologically, economically, as well as educationally. Clarify such questions as the following:

What is the educational level and range of families?

What is the income level and range of families?

Where do people work?

What is the power structure of the community? Who are the leaders?

What are the major civic interests of the people?

Who sponsors what for what purposes?

What are the major interests of the civic clubs of the community?

What do the people expect of the school system?

Where do adults go for their informal educational activities?

Become a "community expert." I believe that the schools of the future will be more community-oriented. Whether or not they are, I believe that vocational programs must be adapted to the needs of the people of the local community.

Change and Education Programs

For the community-orientation to be of value to you in developing needed vocational programs, you must become a student, if not an expert, in still another area. That is, the process of change, and how this is applied to educational programs. The two abilities are linked very closely. Not only do you need to know how individuals change, but how to help bring about the large change process, that of community change. There is considerable research available in this area, particularly by the communited-minded sociologist. Unfortunately, most of our undergraduate and graduate programs in vocational education do not include courses and experiences in the study of the community and how change is brought about among groups. One approach that every self-respecting vocational educator can and should make regardless of his/her position, is in the organization and use of an advisory committee. If organized properly, such a group can be a major factor in helping you understand the people of the community and how you can become the needed change agent for them.

The summary on page 53 is one way of looking at the factors necessary in the change process applied to the community as a group. This indicates the sort of understanding that you must develop to be the leader needed for making community changes through vocational education programs.

Meeting Old Needs in New Ways

One way of looking at changes needed is often overlooked in quest for the new and rush to discard the old. That is, the adaptation of a new idea to meet an old need. A successful vocational program in the past met a need of a group of people. Perhaps the people of today have the same basic need but the need must be met in a different way. An approach to creating this new way to meet a continuing need is to identify the need rather than concentrating on the response to the need. This takes a little deeper look. Let me try to illustrate from some real-life examples.

1. When I was a boy in Alabama there was a small resort area that was popular as a camping area around the cold, clear swimming pool. These were cabins built by people in the neighboring towns and used on weekends and for vacation time in the summer. Highways came, times changed and all the cabins disappeared as well as the campers. Now, campers are back, only a short distance from where they camped 50 years ago. But now they are camping in portable campers of every description from well-used tents to air-conditioned, self-contained luxury campers. Apparently, family camping is a continuing need of many people.

2. In Wilson, N. C. there is a company called the Hackney Body Works. When I first knew of this company they made farm wagons and marketed them all over the country. As you farm boys and girls know, this business dropped off pretty rapidly some years ago. However, the Hackney Body Works is still a very prosperous company. They are making busses and refrigerated trucks. I expect that they may have someone drawing plans for a moon buggy. You see, they

were in the transportation business not the wagon business.

3. Only recently, Lowery Davis, longtime friend in vocational education, now in New Mexico, sent me an advertisement from one of the companies that became a national maker and seller of fruit jars for canning vegetables and fruits. They still sell lots of fruit jars (and with this Republican Prosperity may sell more) but they have added to their line plastic freezer bags. Apparently these people are in the food container business rather than only the fruit jar business.

You can readily see that the common denominator of these widely scattered illustrations is meeting a need of people at a given time. This is updating the old Ice & Coal Co. idea for a year-round business. Applying this to vocational education takes only a little imagination. Identify the need that was met by a program and develop a modern version of that program to meet the continuing need. Beats trying to sell today's people on yesterday's program.

This same idea of updating programs to meet modern needs can be applied to your own leadership role. Some very fine leaders at a given stage in life cannot seem to move beyond that stage. Sorta like the proverbial college sophomore who never gets beyond that in his support of his college. For example, from my own experience in Agricultural Education, I have seen some outstanding FFA leaders who never got past that stage of leadership. I have upset some of my farm friends in AgEd by suggesting that they keep wearing the Blue Jacket and never get past that stage in their leadership. Some take their FFA Scrapbooks to college rather than getting some more clippings from their leadership activities in college. Some are now organizing FFA Alumni groups instead of joining appropriate community organizations

already established and needing their participation. Some former FFA leaders do not make effective FFA advisers. No, this is not a criticism of FFA, in fact, I believe that I can prove that the FFA has been a vehicle for leadership development for thousands of young men, and now young women. But it should be a stepping stone to still other leadership roles not a hitching post.

A further development of this idea is the plea made earlier for assuming leadership NOW, wherever you are in vocational education, rather than waiting until you assume some status leadership position. Let me illustrate from personal experience, the necessity of doing this whether or not you wish to do so. One of the rewards of getting older is the experience and privilege of making recommendations of former students and colleagues for leadership positions. (I can honestly say to you that there is nothing that I enjoy more than seeing one of my former students go right past me to a "higher" position of leadership, especially if I have the privilege of recommending!) However, sometimes I cannot make a favorable recommendation if the position calls for initiative in leadership, because in previous positions the person did not show these leadership characteristics. You must remember that upon making recommendations that whatever we may think about your potential, that we must base our statements upon your past!

There is another strong argument for exerting leadership in vocational education wherever you are rather than waiting until you become the status leader - the BIG SHOT, if you will. First, of course, is that you may not become the big shot! But if you do you may find yourself hemmed in so that you cannot do all those things that you thought that the previous leader should have done. As Fred Bates, University of Georgia, says, sometimes we are disappointed when we throw out the old

sheriff and elect a new one only to find that, "the new sheriff sheriffs just like the old sheriff." Other factors in the situation must be changed too. Sometimes the status leader is so busy keeping the store until there is not time for the creative leadership that is needed. Let's look at a few examples to illustrate the point of exerting leadership NOW.

1. As an EPDA Awardee at this seminar. You have and are.
2. As a member of your graduate classes, especially seminars. I hope that you are (secret: those professors need your leadership to help those classes come alive and be more meaningful to all!)
3. Local vocational teacher in a high school. Helps principal and other teachers see where vocational education fits into that school system. Also,how the Area Vocational Center can help meet vocational needs of the high school students. Also,that the nearby Technical Institute may be the best route for further formal education for many students.
4. Director of Vocational Center. Helps the school administrators, Guidance Counselors, Teachers, and the general public see where the Center can meet the needs of youth and adults for further vocational education.
5. As a young Assistant Professor at a university. Help the vocational department develop the statements of competencies to be developed to be key statements acceptable and usable by the students in evaluating their own progress in becoming teachers and coordinators in vocational programs.

To become a leader in any of these areas, you must become a student of groups and how they work. The dynamics of group action is an area

that you need to continually study. This is part of the study of leadership and leadership roles. Not only is this an important ability for you to develop for yourself, but to understand in others as well. If you find yourself under the thumb of a Dean or Director who does not believe in promotions except once in a great while when a superman or superwoman comes along, you better look for an opening somewhere else unless you want to risk your leadership in getting rid of this dogmatic Dean or Director!

The Future Leader in Vocational Education

This leads me, finally, to my concluding thoughts for your consideration. That is, what will you leaders of the future in vocational education look like? First, more of you will wear dresses, or pants suits, than in the past. Not because of the pressures from ERA or Women's Lib but because more female leaders are developing in more vocational programs and more of them will want to be leaders - I think!

Second, you will be more like any other education leader. Come in a room where a group of educational leaders are seated, you will be unable to identify the vocational education leader. (This came as a pleasant surprise to me a few years ago in working with faculties at Technical Institutes and Community Colleges in North Carolina, you could not tell by observation or general discussions which were auto mechanics instructors and which were teachers of English.)

Third, you will be a democratic leader, in spirit and in truth. Many of our earlier vocational leaders were strong individuals who sometimes pretended to be democratic - if the outcome did not matter too much. (This type of leader may have been needed in an earlier day but the few

that we have operating this way today are doing vocational education a disservice.) You will be democratic, both inside and outside the vocational family in a given institution, agency or state program. Sometimes you find a leader who is democratic inside the vocational family but does not trust the S.O.B.'s outside vocational education.

Fourth, to avoid being naive and foolish and expect someone else to look after the interests of vocational education, you will assume the responsibility to "SEE" and help others see the dynamic role that vocational education has in the educational system in the years ahead. To expect the Dean, the State Superintendent, The President, or other administrators to do this job is to abdicate your leadership. Likewise, within the vocational family, your leadership should show in your particular program area and special field of expertise rather than expecting the Director, Department Head, Coordinator or someone else to see that your program area is helping meet the modern needs of people for vocational education. You must see, and help others see, where your particular area fits into the total educational picture for all people who may profit from your program.

There are many more characteristics, I think, but we must close. I would list as the fifth characteristic that you will possess as a future leader is that you are trying all the time to keep in focus the BIG PICTURE of education and vocational education while trying to see how your particular special area fits into this picture. For example, if in your many reading references you have escaped reading the National Advisory Council publication, Vocational Education: Staff Development Priorities, you need to study it and see what it says to you and your area of specialization. No, you should not see this as an infallible Bible, but rather a milestone effort at looking at personnel development

in vocational education. If this particular document indicates the "wrong" direction, you will assert and exert some leadership to get the priorities changed. This will be a continuing challenge to the leader of the future. I am convinced that the sometimes narrow "Manpower View" that comes out of some of the projective reports on needs for vocational personnel are impossible to accomplish and thus may be misleading to all concerned.

I would like to close with a personal confession and a challenge. My confession, never publicly admitted before, is that I envy you EPDA Awardees. This is nothing personal, I love you all. It is just simply a recollection of my graduate assistantship (which I was glad to get) at $57 per month in comparison to your stipends that you feel are too low. The effort to make available the EPDA Awards was not easy. Only a few years ago, the word stipend could not be used in talking about vocational legislation in Washington. Now that it is a reality, the challenge that you face, I think, is that you will be more effective leaders in vocational education in the years ahead than those of us who came along prior to EPDA Fellowship Program. You should. I sincerely believe that you will. I certainly hope so. Best wishes. And,

THANKS!

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P.S. 1 ..... TAKE ME TO YOUR LEADER - WHO?

or

DEVELOPING AN EFFECTIVE LEADERSHIP STYLE

An Effective Leader	An Ineffective Leader
Cue* Sense	Literal Sense**
Value Sense	R. O. P. P.***
Priority Sense	Scatter Pattern
Power Sense	Authority Directed
Face Sense	S. A. S.****
Trust Sense*****	Test Shy
Sense of Proper	Moral Directed
Model: 1 + 1 = ?	1 + 1 = 2 (always)
Style: Authoritative	Authoritarian
Theme: Mind over mind	Superior over Subordinates

* Cues: requires interpretation

** Literal requirs no interpretation. Goes by the book.

*** R. O. P. P.: Rules, Objectives, Policies, Procedures. (The Book)

**** S. A. S.: Calls a "Spade a Spade:!

***** Trust: Yes, but not everybody; must learn to know who.

Notes: The effective leader teaches WHY by questioning.
The ineffective leader gives answers

Measure of real power: How many people seek you out for help who are not under your authority?

The alert, active mind, able to see problem from other's point of view.

In a well-run organization, an outsider will have difficulty learning who is in charge.

An effective leader is conscious of the listening-talking ratio.

30% of an individual leader's time should be discretionary - every week - for thought, contemplation, planning, relaxation.

-From a Leadership Workshop.
Author Unknown

P.S. 2 DILEMMA OF A STATUS LEADER*

Cannot	But Must
Be aggressive	Be alert and eager
Sell ideas	Have many creative ideas that people will buy
Dominate the situation	Keep things moving
Control the situation	Supply help as needed
Force change	Insure improvement
Question program	Get people to evaluate their work
Threaten	Challenge
Accept poor work	Support people who need help

-*Adapted from Kimball Wiles in Educational Leadership, May, 1959.

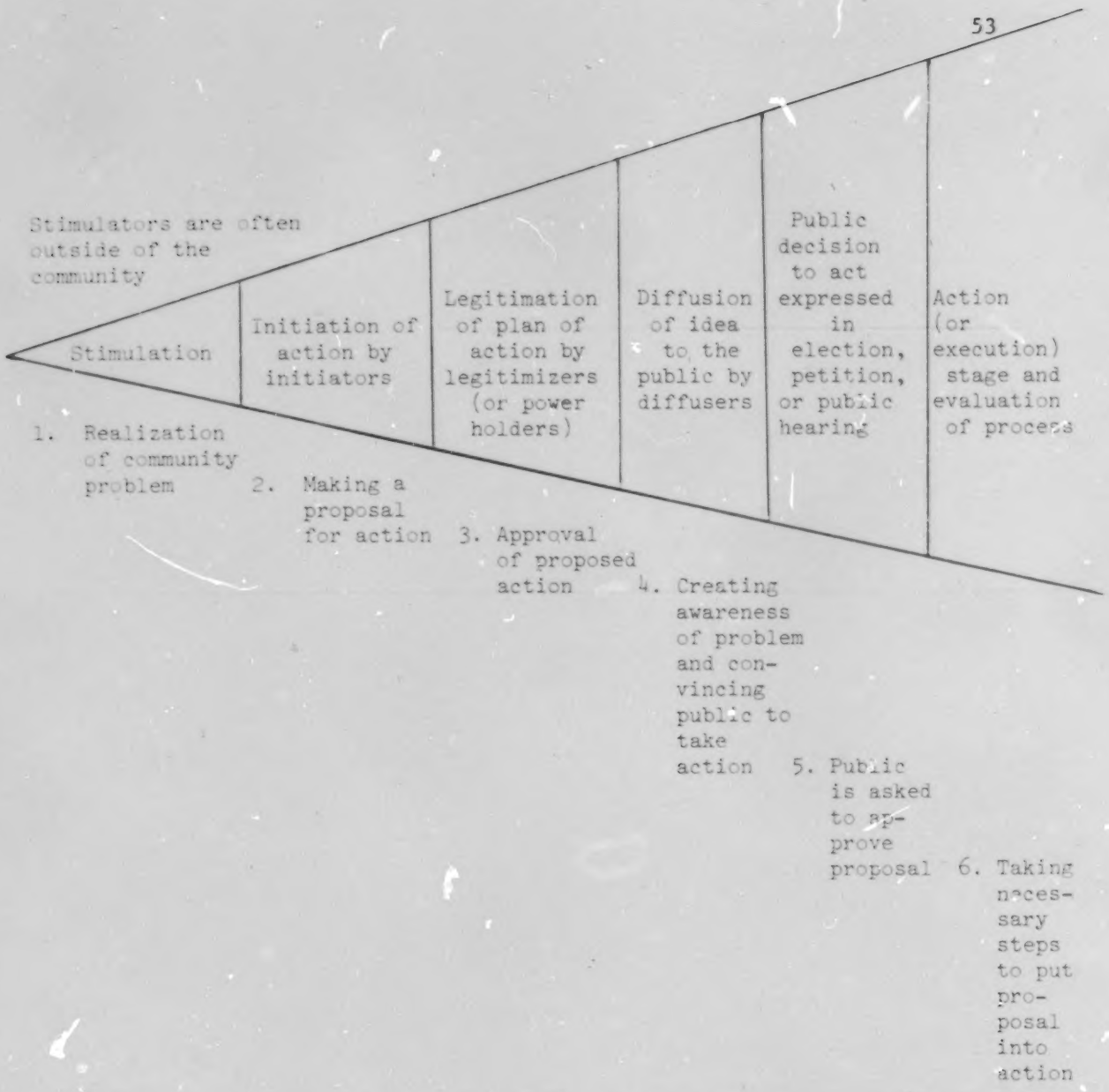
P.S. 3 SUCCESSFUL LEADERS

The position of leadership does not always dictate that the leader shall be in all activities of the institution. Instead, leadership often requires the subjugation of one's own wishes as well as great patience. Frank Endicott offers the following ten suggestions for those who seek to become successful leaders:

1. Always remember that what authority you have comes from the job and not from the person. You are but the temporary holder of your present responsibility.
2. Remember, too, that there probably isn't any single best way to do anything. The thought may jolt you a bit but progress will come only because, some day, a better way than yours will be found.
3. Surround yourself with people who are smarter than you are. The more they know, the better your operation will function and the less likely it is that you will make mistakes.
4. Listen to them. Make it easy for them to talk to you. Don't tell them what the problem is -- ask them.
5. Find out what your subordinates can do best. Let them tell you what they want to accomplish; then help them to achieve their goals.
6. Load them with challenge and responsibility. Do it as soon as possible.
7. Give them credit for their accomplishments. Let them know that their work is appreciated.
8. Expect that their competence will be discovered. Don't worry if you lose them.

9. Do whatever you can to support the effort or other executives, wherever they may be in the organization. If you want others to help you, you must help them.

10. Round out your life by service in worthy organizations. This is important, not only because of what you can do for them, but primarily, because of what the experience will do for you.


Stimulators are often outside of the community
Stimulation
Initiation of action by initiators
Legitimation of plan of action by legitimizers (or power holders)
Diffusion of idea to the public by diffusers
Public decision to act expressed in election, petition, or public hearing
Action (or execution) stage and evaluation of process
1. Realization of community problem
2. Making a proposal for action
3. Approval of proposed action
4. Creating awareness of problem and convincing public to take action
5. Public is asked to approve proposal
6. Taking necessary steps to put proposal into action

THE COMMUNITY DECISION-MAKING PROCESS. Community decision-making is the process by which a community chooses a plan or idea that affects the community and puts this idea into action. The stages in this process from origin of the problem to action and evaluation are: (1) stimulation, (2) initiation, (3) legitimation, (4) diffusion, (5) public decision, and (6) action and evaluation. Typical community decisions that have been investigated in research studies are construction of swimming pools and hospitals, school and church reorganization, and such fund-raising drives as Community Chest.

SOCIAL CHANGE IN RURAL SOCIETY, Everett M. Rogers, p. 147.

Small Group Interaction Sessions

Spencer Whitney, Chairman
University of Connecticut

SMALL GROUP INTERACTION SESSIONS

10:30 - 12:00 a.m.

Group A - Section 1 UNIVERSITY OF CALIFORNIA/Los Angeles

Topic: Proactive vs. Reactive Leadership: Strategies for Innovative Change in Vocational Education

Chairperson: There was no chairperson. A five-member task force planned for and participated in the group discussion session: Paul Bott, Ed Ellis, Verna Frey, Andrea Rudnitsky, and Don Thompson.

Recorder: Verna Frey

Resource Persons: Dr. Melvin D. Miller - University of Tennessee
Dr. A. J. Miller - Ohio State University

Major Issued Discussed:

1. Proactive versus reactive leadership in effecting needed change.

2. Change theories and strategies currently in use that can be used to facilitate proactive style leadership, such as Organization Development (OD), Imaging, and Management Responsibility Guide (MRG), including Force Field Analysis.

3. Procedure: Once the group selected two problem areas crucial to the continuance and implementation of quality vocational education, volunteers attempted role playing both proactive and reactive leadership style within the group process in dealing with the issues.

Major Areas of Agreement:

As demonstrated in the role-playing situation, far more reactive style (responding to a crisis) leadership than proactive style (anticipating in advance needs or problems) leadership prevails.

Inservice training in the use of change theories and strategies that can facilitate proactive leadership among educators is crucial.

Areas of Difficulty or Disagreement:

Because of lack of time to adequately conclude the presentation, it was impossible to clarify for the group, except in a very superficial manner, how to initiate change in the process we used.

Possibilities, Opportunities, Suggestions, Strategies:

Allow a longer time for the group session (possibly two hours).

Planned group participation around the theme (role play, etc.) as opposed to discussion on broad, vague, general issues on the subject is essential, in our opinion, to improve and make the exercise most worthwhile.

Continue EPD day at the same time slot (prior to AVA).

Group B - Section 1 COLORADO STATE UNIVERSITY

Topic: Career Education

Chairperson: Jay Sayer Recorder: Caryl Lee Kennedy

Resource Persons: Dr. Gordon Swanson - University of Minnesota
Dr. Wayne Ramp - Southern Illinois University
Dr. Robert Meisner - Kansas State University

Major Issues Discussed:

4 Concepts

1. Community Concept
2. Alpine Concept
3. Christmas Tree Concept
4. Light Blub

Major Areas of Agreement:

Purpose of Career Education Concepts - their necessity of the programs

Areas of Difficulty or Disagreement:

Definition of terms - mostly awareness
Definition - where it begins and ends

Possibilities, Opportunities, Suggestions, Strategies:

All models had good points but a new one needed to be developed that defined awareness and made it more part of the total program. A new model would encompass all ideas of the seminar.

Group C - Section 1 FLORIDA STATE UNIVERSITY

Topic: Application of Performance-Based Teacher Certification in Vocational Education

Chairperson: Mrs. Gracie Jones Recorder: Jackie Gonzalez

Resource Persons: Dr. G. L. O'Kelley, Jr. - University of Georgia
Dr. Calvin Cotrell - Temple University
Dr. Robert Van Tries - University of Minnesota

Major Issues Discussed:

Lack of communication about the subject
Why should you change?
Who should be responsible for developing criterias for teaching certification? We know so little about certification.

Competency-based training differs from traditional training in at least two significant ways:

1. Training is structured to give specific competencies needed to perform adequately on the job.
2. The only requirement for successful completion of a program is demonstration that the trainee has mastered the skill necessary.

Competency:
It should be emphasized that competency-based curriculum lend themselves to the career education concept.
"We have a lot of fear for the unknown--and Performance-based teaching certification is unknown." We don't want to change.

Major Areas of Agreement:

With emphasis on Accountability-teaching certification can be accomplished. The level of certification has to be different from state to state. There is a lot of fear concerning this subject.

Areas of Difficulty or Disagreement:

Question: What make's the most effective teacher?
What criteria will you use to evaluate the Vocational teachers? Means of evaluating teaching performance.

Possibilities, Opportunities, Suggestions, Strategies:

Dr. Cotrell has written about this subject. This is a very important but delicate subject. The State Department of Education in every state needs to set up the criterias for the evaluation of teachers.

Group D - Section 1 UNIVERSITY OF GEORGIA

Topic: Vocational Education for Handicapped and Disadvantaged

Chairperson: Joan McHahn Recorder: John R. Nauright, Jr.

Resource Persons: Dr. R. W. Montgomery - Auburn University
Dr. Roy Hinrichs - Mississippi State University
Dr. Robert E. Andreyka - Florida State University

Major Issues Discussed:

Definition: Seems to be a lack of concern, especially the handicapped; what are our responsibilities; what educational competencies should vocational education teachers have in special needs education; physical barriers; administrators too often approach handicapped from single dimension, e.g. wheelchair means handicapped or EMR means handicapped and provide for these only; mainstreaming and its relation to Federal requirements; consider accelerated as well as slow; difficult to identify specific populations, often because of definition and legal requirement.

Major Areas of Agreement:

Many handicapped (mental) are especially skilled in psychomotor activities. Vocational education instructors do need special education background (but present curriculum has little room).

Areas of Difficulty or Disagreement:

Why conferences always approach D & A together, really two separate topics, each with complex sub-problems. Definition of disadvantaged should be person defined rather than by class or generalities.

Possibilities, Opportunities, Suggestions, Strategies:

Cooperation between special education and vocational education; new approaches to classification - move away from clinical class, basis in special education; should see that our own facilities are suited to handicapped before we encourage others to hire such students; noted Federal requirements for making provisions for handicapped in government supported building; special state aid for classes with D & A (special aides, resource persons, etc.). Have more narrowly circumscribed conferences, seminars, etc.

Group E - Section 1 SOUTHERN ILLINOIS UNIVERSITY

Topic: New Developments in Cooperative Education

Chairperson: Bob Peacock Recorder: Marcia Allen

Resource Persons: Dr. Harold Binkley - University of Kentucky
Dr. Joel Galloway - Oregon State University
Dr. Lloyd J. Phipps - University of Illinois

Major Issues Discussed:

Definition of cooperative education, work study and C.W.T. programs. Discussed what is going on in different states, implications of career education and its role in cooperative education.

Major Areas of Agreement:

Cooperative education is expanding and the definition is becoming broader. Cooperative education is for all students, not just vocational students, as more and more community college and secondary schools are adding cooperative options to their programs.

Areas of Difficulty or Disagreement:

Some feel cooperative education should be used for career exploration. Others feel cooperative education should remain for only those who have made a specific career choice. Others are in the middle. The main disagreement stems from the role of cooperative education in particular programs.

Possibilities, Opportunities, Suggestions, Strategies:

1. Cooperative education can be used for career awareness, career orientation, career exploration as well as career preparation.

2. Cooperative education for liberal arts majors can be an asset to vocational education because training stations for liberal arts majors have been difficult to find, therefore, many liberal arts majors become aware of the "real world" situation before graduating and many transfer into vocational programs.

3. Hard data from Oregon has shown that cooperative education for females has been the most successful type of education according to follow-up studies.

4. Cooperative education is for everyone. Cooperative education should be implemented early in the program.

5. Traditional requirements for cooperative education should be changed, ex. - must have released time. Cooperation can be carried out on weekends, after school, and in the summer.

6. Cooperative education can be the capstone for career education.

7. Exchange program with education and industry was submitted under the broad umbrella of cooperative education. Administrators in vocational schools are exchanging one month with mid-management people in industry. Teacher educators are exchanging with State Department of Education supervisors.

8. Many students enter cooperative education programs because of a particular career objective at that time, but as time passes and a student moves from one job to another, the cooperative education experience is looked back on as basically career exploration. That's not a failure. Cooperative education has been a success.

9. Cooperative education in on-going and ever-expanding.

10. The future looks bright for cooperative education.

Group F - Section 1 KANSAS STATE UNIVERSITY

Topic: Vocational Educator's Role in Career Education

Chairperson: William Lane Recorder: Delores Jones

Resource Persons: Dr. Harold Halfin - University of Wisconsin/Stout
Dr. Donald Maley - University of Maryland
Dr. Gary Green - Oklahoma State Univeristy

Major Issues Discussed:

Need for pre-service training and in-service training
Need for proper use of resources

Major Areas of Agreement:

Opportunity for vocational education to restructure educational system
Need for pre-service training - in-service training
Career education is an intervention process

Areas of Difficulty or Disagreement:

Methods of funding

Possiblities, Opportunities, Suggestions, Strategies:

Better utilizqtion of existing resources
Assume a greater role in leadership
Provide better teacher training in career education

Group G - Section 1 TEXAS A & M UNIVERSITY

Topic: Women in Vocational Education

Chairperson: Lois Trahan Recorder: Bobbie Biggs

Resource Persons: Dr. Duane Blake - Colorado State University
Dr. E. D. Kurth - Auburn University

Major Issues Discussed:

1. Differences between men and women are biological, such as brain size
2. Pressures to follow certain roles
3. Women in vocational administration - problems and solutions
4. How to talk to women leaders - shoulder to shoulder?
5. If passed over for a job for which you are qualified, what can you do?

Major Areas of Agreement:

Women are better off in sterotyping than are men--they can move toward men's goals easier than men can move toward women's. Female wants to use brain not brawn.

Areas of Difficulty or Disagreement:

Emotions--can we leave them out of leadership relationships--males shout and females cry?

Possibilities, Opportunities, Suggestions, Strategies:

1. Men and women should be basically thought of as individuals.
2. Women should not be asked certain employment questions unless they are also asked of men.
3. As women gain experience in leadership, they will gradually evolve into roles of administration.
4. Clarification is the key word in men and women working together in leadership roles.
5. Responsibilities of <u>both</u> men and women are changing.

Group H - Section 1 UNIVERSITY OF MARYLAND

Topic: Minorities Want a Say in Vocational Education

Chairperson: Alvin Parrish Recorder: Sheldon Lloyd

Resource Persons: Dr. Peter G. Haines - Michigan State University
Dr. Richard W. Whinfield - University of Connecticut

Major Issues Discussed:

Semantics: What is a minority? Are minorities being tracked into craftman areas now much the same as they were tracked into other less desirable jobs in the past? Need for black leaders.

Major Areas of Agreement:

Blacks are not available to staff many facilities (supply and demand). Facilities should extend into the communities to meet the communities needs.

Areas of Difficulty or Disagreement:

Definition of a minority - the unemployment due to the economic situation, i.e., effects of continuing education for unemployed

Possibilities, Opportunities, Suggestions, Strategies:

More realistic placement and continual evaluation (post school)
Develop minority leadership in all areas

Group 1 - Section 1 MICHIGAN STATE UNIVERSITY

Topic: New Directions in Vocational Education Leadership

Chairperson: William Wyche Recorder: James Thomas

Resource Persons: Dr. Don Phillips - Oklahoma State University
Dr. Dewey Adams - Virginia Polytechnic Institute & State University

Dr. Melvin Barlow - University of California/Los Angeles

Major Issues Discussed:

1. Our Role in the Future
2. What is a Leader?
3. Where Should Strength of Leadership Be - At Top or Lower in This Structure?

Major Areas of Agreement:

Leadership is not a position - it is a process.
Leadership involves following, openness to change, attitude.

Areas of Difficulty or Disagreement:

Can "change" in leadership occur without administrative authority?
Levels of leadership require different definitions.

Possibilities, Opportunities, Suggestions, Strategies:

Possible topic for 1975: The Leader Who Is Not An Administrator

Group J - Section 1 UNIVERSITY OF MISSOURI

Topic: Vocational Education for Special Needs

Chairperson: Jim Pershing Recorder: Carolyn Rainey

Resource Persons: Dr. Carl Schaefer - Rutgers University
Dr. Ray Perkins - Texas A & M University
Dr. Jerome I. Leventhal - Temple University

Major Issues Discussed:

Definition of special needs:

1. handicapped
2. disadvantaged according to 1963 law

3. others such as prisons

50 states = 50 definitions

There is a high correlation between handicapped and disadvantaged.

Examples:

Massachusetts: Their law does away with classifications in order to better mainstream problems. Evaluation is on an individual basis. Individuals have individual prescriptions. The intent of the law is to serve in the community rather than going miles away, if that community has the resources. If the resources are miles away, then services are still provided plus transportation.

Missouri: Future teachers must have a class in the special education department. In the process now of identifying special needs, and they have seven years to get going.

New Jersey: Their three-way approach includes (1) building special buildings on the school campus, (2) mainstreaming, (3) using satellite schools with special staff and equipment.

Do teachers have role conflicts?

Are we taking on too much.
Do we need other educators to help us?
Is it a matter of coming together and trying to get the job one by serving all the children?
Should we concentrate on first just doing our jobs in vocational education?
Are we doing enough by having a different mind set of being aware of special needs?

A lot of special needs is being served by other agencies like YMCA.
Some vocational schools are full and just can't handle larger

enrollments. Should these other institutions be funded?

We must not let vocational education become a dumping ground because feeder schools are too crowded. The core evaluation (New Jersey) should help to eliminate this problem because the special needs students gets to the vocational school by prescription.

Would it be easier to retrain vocational educators to work with special needs or would it be easier to retrain special education people in vocational education? Can't be answered on a group basis--depends on the individual educator. Maybe universities should offer dual programs that lead to dual certification. For example now, career certified teachers in the elementary schools are those who just happened to have six years of experience as a baker or nurse or worked while attending college and just happen to also hold a B.S. degree.

Possibilities, Opportunities, Suggestions, Strategies:

Vocational educators need to be aware of other's efforts; information should be disseminated

Vocational educators can't do everything, approach must be interdisciplinary

SMALL GROUP INTERACTION SESSIONS

3:00 - 4:30 p.m.

Group A - Section 2 UNIVERSITY OF NEBRASKA

Topic: Develop a Spirit of High-Level Professionalism

Chairperson: LeRoy Michaelis Recorder: Nick Teig

Resource Persons: Dr. G. L. O'Kelley, Jr. - University of Georgia
Dr. W. R. Miller - University of Missouri

The session was handled using a small group discussion format. Without any initial comments the leaders opened the topic for questions or comments from the group. In the ensuing discussion the group examined the following problems:

1. What is professionalism?
2. Differences between basic responsibilities and professionalism.
3. Some broad aspects of professionalism.
4. The responsibilities of the vocational educator to the community, school, students and colleagues.
5. Criteria or qualifications for a professional educator.
6. Behaviors and attitudes displayed by professional educators.
7. What qualities should we look for in a professional educator?
8. How do the behaviors differ at the elementary, secondary and post-secondary level?
9. Special problems associated with professionalism and vocational instruction.
10. How should or how would one measure professionalism?

At some point in the discussion all present actively participated and each displayed a fundamental understanding of the topic. However, as a group we found it hard to tie down, in concrete form, the exact competencies that would be required of a person in order to label them professional.

Several times the discussion came back to the question, "What would be a professional act?" It was decided that many factors enter into each situation and each must be examined and judged in its context.

The participants in the discussion profited by the experience. It helped each of us sharpen our perceptions of the professional. We did not end up with a formula or list of competencies that would enable us to accurately evaluate educators in an objective manner. The art of evaluating human characteristics is not a refined science and is largely left on a subjective basis in which the evaluator draws on all the information that he can gather and then makes a value judgment.

Group B - Section 2 RUTGERS UNIVERSITY

Topic: Shortcomings of Vocational Leadership

Chairperson: Al Casler Recorder: Naomi Platt

Resource Persons: Dr. Melvin D. Miller - University of Tennessee
Dr. Don Phillips - Oklahoma State University
Dr. E. D. Kurth - Auburn University

Major Issues Discussed:

Lack of communication from grass roots to state and national levels
Need for national standards for certification of supervisors
Lack of understanding of vocational education in teacher education programs

Major Areas of Agreement:

Value of EFDA in providing quality leadership
Lack of dedication to area of some present leaders
Need better researched articles in professional publications

Areas of Difficulty or Disagreement:

Lack of long-term vision vs approval of present leaders
General vs specific training of leaders

Possibilities, Opportunities, Suggestions, Strategies:

Leaders need general knowledge of vocational education function
Need more interdisciplinary contacts
Planning for future-long term goals
Leaders must meet the business world and constantly go out into the community

Group C - Section 2 OHIO STATE UNIVERSITY

Topic: "How To" - Practical Suggestions for Improving Vocational Leadership

Chairperson: Alvilda Floyd Recorder: Joan Earnhart

Resource Persons: Dr. Harold Binkley - University of Kentucky
Dr. Dewey Adams - Virginia Ploytechnic Institute & State University
Dr. Lloyd J. Phipps - University of Illinois

Major Issues Discussed:

I. Leadership in career education
II. Development of leadership in individuals
III. Leadership training programs
A. Specialist vs. Generalist
B. Teacher Education

Major Areas of Agreement:

1. The need for effective leadership in career education

2. The need and difficulty of identifying criteria-competencies of a leader

3. The importance of meeting individual needs in leadership training

4. Keep programs specialized to meet individual's needs but general enough to be efficient

Areas of Difficulty or Disagreement:

Process of improving teacher education

Possibilities, Opportunities, Suggestions, Strategies:

More "real life" experiences in teacher education
Involvement of university with community - communication, involvement
Move into a program of post-secondary consolidation of vocational education department gradually

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The first concerns introduced in the group discussion were the questions: Can vocational education leaders exert influence at the elementary level of education effectively? What practical suggestions might we consider in influencing leadership in that direction?

Proposed solutions were that vocational education leaders might serve as consultants to elementary educators or the vocationnl director could be given responsibility for integrating career concepts into the K-14 curriculum. A concern was expressed that a "watering down" of

vocational education might occur as a result of coordinating all education efforts toward career education. However, the experience of one member of the group seemed to evidence a strengthening of vocational education when coordinated with the entire school curriculum focusing on career education . A state coordinator bringing together general and vocational education was proposed as a solution to effective leadership in career education development and vocational education influence on the elementary educator. The use of advisory councils and effective coordination of federal, state, and local levels of education were also emphasized as solutions. All members of the group seemed to agree that career education and vocational education should remain separate. The second concern of the group was the process of improving leadership training. The group members discussed the need for identifying qualities of a leader to become the basis for developing competencies required of leaders. The difficulty and impracticality of identifying characteristics of leaders.

A need for improving teacher education programs was the third topic of discussion. One group member expressed concern about the rapidly changing local educational scene as apposed to the stagnant teacher training programs. Members of the group mentioned some new approaches in teacher training.

Competency-based teacher education was discussed. The advantage of being able to identify the competencies of individuals allowing educators to screen perspective teachers before entering the teacher education program was proposed. Credit by examination was considered to be an advantage to increasing education relevancy and individualization, but a cause of financial concern. One solution to this problem is to charge a cause fee when the competency test is taken, so that the student pays for the cause whether he participates in the class or not.

The topic of organizing consolidated vocational education programs was discussed. The advantage of efficiency in relation to the disadvantage of offering causes which fail to meet the psychological needs of students was a concern of the group. Two major suggestions were to consolidate slowly and allow for specialization as well as across the board offerings according to individual student's needs.

Group D - Section 2 OREGON STATE UNIVERSITY

Topic: Better Relationships Between Vocational & General Education

Chairperson: Jean Dille Recorder: Stella Wirth

Resource Persons: Dr. Ray Perkins - Texas A & M University
Dr. R. W. Montgomery - Auburn University
Dr. Jerome I. Leventhal - Temple University

Major Issues Discussed:

The group felt it was necessary to define terms and the major part of the time was spent doing so.

Major Areas of Agreement:

Because the title said "Better Relationships" it was implied that relationships need improving.

Areas of Difficulty or Disagreement:

Definitions of some terms caused disagreement. The group was very large and some people had trouble getting their turn.

Possibilities, Opportunities, Suggestions, Strategies:

A more positive title would be a better approach.

Group B - Section 2 TEMPLE UNIVERSITY

Topic: Women in Vocational Education

Chairperson: Carol Bronk Recorder: Nicholas Panagoplos

Resource Persons: Dr. Robert Meisner - Kansas State University
Dr. Carl Schaefer - Rutgers University
Dr. Hazel Crain - University of Nebraska

Major Issues Discussed:

Limited research as to women's leadership roles in vocational education and education.

Few women enrolling in combined vocational education and education administration courses.

Women must alter perceptions traditionally established by society as to their needs.

Education must assume the leadership role in changing societies attitude toward the role of women in the world of work.

Major Areas of Agreement:

Recruitment in Home Economics and Business Education is becoming a major concern-direct campaign to men, women, or both?

Both men and women must be willing to make a commitment to let their spouse assume some of each others traditional role.

Possibilities, Opportunities, Suggestions, Strategies:

Women must become more outspoken and offer positive feedback in decision-making situations within their realm of employment. Leadership interaction must occur between men and women.

Group F - Section 2 UNIVERSITY OF TENNESSEE

Topic: How to Relate Effectively with Legislators

Chairperson: Wayne Jones Recorder: Delorise Barnes

Resource Persons: Dr. Donald Maley - University of Maryland
Dr. Wayne Ramp - Southern Illinois University

To help group awareness and communications a question was presented to the group. This question was "what do you perceive the question or legislation to mean to you?" From the discussion it became evident that there were three distinct groups of legislators: (1) federal, (2) state and (3) local. Each group was charged with finding those factors which would help in dealing with methodology.

The groups reassembled into one group and gave their reports on "How to Relate Effective with Local Legislators":

1. Know your community and its decision making structure.
2. Know your local state legislators or find someone who knows them on a personal basis.
3. Work with local and state advisory groups.
4. Work with civic and labor groups.
5. Use news media with students, local public administrators and legislators participation. If possible, use Federal legislators.
6. Know your precinct committee.

State Legislators:

1. Develop a communication system throughout the state, and develop a plan of action.
2. Be accountable and keep legislators informed.
3. Identify areas of resistance and possible change agents for this resistance.
4. All educators should be lobbyist or work through state agencies which have lobbyist.

Federal legislators:

1. Use professional lobbyists.
2. Flood the appropriate federal offices with mail.
3. Find out who the legislators are and their voting records.

4. Be aware of legislation being proposed.

5. Work with your national professional organizations.

Group G - Section 2 UNIVERSITY OF KENTUCKY

Topic: Qualities of Leadership

Chairperson: Sarah Henry Recorder: Barbara Moran

Resource Persons: Dr. A. J. Miller - Ohio State University

Major Issues Discussed:

Characteristics and traits of a leader

Major Areas of Agreement:

Leadership is situational

Areas of Difficulty or Disagreement:

No significant disagreement

Possibilities, Opportunities, Suggestions, Strategies:

Better communication with resource people

Group H - Section 2 TEXAS CONSORTIUM D - Region 10

Topic: Funding of Vocational Education

Chairperson: W. Dean Perkins Recorder: Kay Funderburk

Resource Persons: Dr. Billy N. Pope - Texas Consortium D-Region 10
Dr. Melvin Barlow - University of California/Los Angeles
Dr. Harold Hulfin - University of Wisconsin/Stout

Major Issues Discussed:

Barlow 552 - Main purpose of 552 is to develop leadership--not necessarily to produce degreed people. Expressed disappointment of one year funding of 552. Pope - As leaders, 552 people should know funding sources, people and guidelines for proposals. Hulfin - use Catalogue for Federal and Domestic Programs; very important: measurable objectives, time schedules, activities.

Major Areas of Agreement:

552 money has been well-spent. Much federal money is returned because it hasn't been used. "Left over" money can only be carried over one year. Know the federal guidelines. More vocational people need to know how to write proposals.

Areas of Difficulty or Disagreement:

none

Possibilities, Opportunities, Suggestions, Strategies:

PL 93-380 - Education Bill has money opportunities for vocational people. 552 people need to read this bill. Federal Register is vital. Know the "in terms" in writing proposals.

Group I - Section 2 VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY

Topic: Research in Vocational Education

Chairperson: Carolyn Litchfield Recorder: Gary Scott

Resource Persons: Dr. Gordon Swanson - University of Minnesota
Dr. Joel Galloway - Oregon State University
Dr. Rex Ray -

Major Issues Discussed:

What is the role of reasearch in the change process?

What are the top priorities for research in vocational and technical education?

What is the role of EPDA institutions in developing research competencies?

What are our professional responsibilities for research?

How can vocational educators work with economist, socologists and psychologists to produce better research for the field?

To these posed ideas, the panel of consultants reacted in the following manner:

Dr. Gordon Swanson summarized the questions by saying that these were also the major factors affecting business and industry, the population vocational education is to be serving.

Dr. Rex Ray felt that researchers should be willing to share their research in order to create a unification among (vocational) educators.

Dr. Joel Galloway discussed the dissemination (or lack of) of research that people have done, thereby creating much duplication of effort in various fields.

Major Areas of Agreement:

There is a great need for additional research in all disciplines of vocational education and a real need to coordinate the efforts of researchers and to form a dissemination channel(s).

Areas of Difficulty or Disagreement:

Dr. Swanson spoke to the trend to not fund or match part C and D monies for research purposes. He also noted that the federal appropriations for evaluation are going up while appropriations for research are barely holding their own.

Also discussed were the categories of research: basic vs.

theoretic vs. applied, etc.

Possibilities, Opportunities, Suggestions, Strategies:

A lengthy discussion insued on the needs of research in the field, the duplication of effort because of lack of coordination and the fact that too often programs are funded on the basis of a "hunch" instead of a research base.

The group generally agreed that research should be brought together in a more usable format. It was noted that an effort is made by the Ohio State Center to publish Review and Synthesis in Vocational Education (and program areas), but the consensus was that additional means were needed to gather and refine the research for all (vocational) education.

Group J - Section 2 UNIVERSITY OF WISCONSIN/Stout

Topic: How Can Vocational Educators Be Effective in Equalizing for Minorities: Women, Disadvantaged, Handicapped, Etc.

Chairperson: Lordeas Braxton Recorder: Elaine Smith

Resource Persons: Dr. Duane Blake - Colorado State University
Dr. Calvin Cotrell

Major Issues Discussed:

How do we help prepare teachers to respond to individualized need?

Major Areas of Agreement:

Building areas of awareness of self to others, allowing internship type learning situations, public relations programs for attracting minorities, explaining programs in vocational education.

Areas of Difficulty or Disagreement:

Takes "too much time"; "everyone can't fit in every program"

Possibilities, Opportunities, Suggestions, Strategies:

Encourage research in "problems"

Design curricula around field experience

Develop awareness levels for everyone! Concentrate on likenesses instead of difference! Clarify values.

Display Booth

Ted Gasper, Jr., Chairman
University of Kentucky

EVALUATION RESULTS - EPDA BOOTH

Rank Order	EPDA Booth	Excellent				Poor	Mean Ratings
6	Well organized	5	4	3	2	1	3.6363
4	Attractive	5	4	3	2	1	3.8120
2	Adequacy of information provided by EPDA institutions	5	4	3	2	1	3.9999
3	Materials helpful in responding to questions of visitors	5	4	3	2	1	3.9878
5	Extent the booth was visited	5	4	3	2	1	3.6636
1	Extent the booth portrayed a positive image of the EPDA Program	5	4	3	2	1	4.2878
7	Schedule and arrangements for manning the booth	5	4	3	2	1	3.5909

EVALUATION RESULTS - EPDA LEADERSHIP SEMINAR

(AVA Convention, New Orleans, 1974)

DIRECTIONS: Please indicate yout evaluation by circling the appropriate number to the right

	Excellent				Poor	Ave.
1. PERSONNEL AT REGISTRATION DESK						
Knowledgeable	5	4	3	2	1	4.4
Courteous	5	4	3	2	1	4.4
Efficient	5	4	3	2	1	4.4
2. CONFERENCE MEETING ROOMS						
Comfortable	5	4	3	2	1	4.4
Convenient	5	4	3	2	1	4.5
Free from extraneous noise	5	4	3	2	1	3.6
3. SEMINAR PROGRAM						
General Sessions						
Relevant	5	4	3	2	1	4.8
Interesting	5	4	3	2	1	4.5
well-organized	5	4	3	2	1	3.4

Small Group Sessions

Circle session you attended a.m. (Average Rating)

A	B	C	D	E	F	G	H	I	J
4.5	4.0	4.5	4.5	4.5	4.0	4.5	4.5	4.0	4.0

Topic Relevant	5	4	3	2	1
Participation	5	4	3	2	1
Helpful	5	4	3	2	1

Circle session you attended p.m. (Average Rating)

A	B	C	D	E	F	G	H	I	J
5.0	4.0	4.0	4.0	4.0	4.0	4.5	4.5	4.0	4.0

Topic Relevant	5	4	3	2	1
Participation	5	4	3	2	1
Helpful	5	4	3	2	1

4. PRE-CONFERENCE INFORMATION						
Received in ample time	5	4	3	2	1	3.5
Informative	5	4	3	2	1	3.0
Understandable	5	4	3	2	1	3.0
5. EXTENT YOU FOUND THE TOTAL CONFERENCE						
Interesting	5	4	3	2	1	4.4
Helpful	5	4	3	2	1	4.5
Physical	5	4	3	2	1	4.5

(Continued on back of sheet)

6. What are your suggestions for improving pre-conference communications?

Adequate - 1
Need more information - 4
Need earlier - 36
Want advance program - 15
Good - 3
Mail directly to Fellows - 3
None - 2
Better communication - 1
Involve former EPDA's in planning - 2
Start early - 3
Excellent - 1
Stick to schedule - 1
Agenda needed-Small Groups - 2
Keep up good work - 1
Pre-registration - 1

7. List your reactions to the idea of a reception as an opportunity to meet other EPDA fellows, project directors, and other professional people in vocational education.

Excellent - 31
Good - 43
Opportunity to meet others - 12
Prefer a banquet - 1
Better than banquet - 3
Eliminate reception - 1
Have banquet on Monday

8. What are your comments and suggestions for future conferences?

Improvement over last year - 3
Longer meeting - 2 days
Use more women and minorities
Keep up good work
Discussion groups of less than 20 members
Hope future meetings as well planned
Shorter general session
Have training material
Some quality speakers
Topics good
Involve diverse areas
Has turned out well
Group leaders need to be more well informed
More input from fellows
Want EPDA Journal
Student fees too high
Speakers repetitious - 4
Desire motivational speakers
Too much for one day
Something to drink besides coffee
More of the same
Assignments shouldn't be given during free time

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Courtesy of
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THANKS TO AVA

John Hudson, Associate Director
Convention Coordinator

The EPDA 552 awardees, project directors, and members of the National Resource Panel wish to express their appreciation to the American Vocational Association and particularly to Mr. John Hudson, the convention coordinator, for making it possible to conduct this National EPD Seminar in connection with the AVA Convention.

Supplemental Copy to Proceedings

AVA SPEECH TO EPDA 552

by Frank Perazzoli
Education Specialist
Vocational Education
Personnel Development

Thank you, Josephine, Fellow EPDA'ers, ladies, gentlemen and guests. I, too, welcome all of you to the fourth "formal" National EPDA Conference held in conjunction with the AVA Convention. Our first meeting was held here in New Orleans in December of 1970, when a group made up of approximately 35 awardees representing about eight of the eleven institutions got together to compare notes and was, in reality, the nucleus of the formal meetings we have had for the past three years, and of course, this meeting today.

The topic I was assigned today is "Vocational Education Leadership Development Program." Just briefly, let me touch on the purpose of Part F, Section 552, and quote directly from that Law. "It is the purpose of this part to provide opportunities for experienced vocational educators to spend full-time in advanced studies of vocational education for a period not to exceed three years in length."

The first three years of the Leadership Development program (1970-71 to 1973-74) was basically a three-year doctoral-level program. Commencing with the 1973-74 academic year, the funding was committed on a continuing resolution basis; therefore, we are now operating on a one-year graduate-level leadership development program.

Funding History

In 1970 the program started with a budget of $1,400,000 which supported 160 individuals at 11 different institutions. In 1971, the

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funds were increased from $1,400,000 to $1,900,000. This permitted an additional 56 awardees and seven new institutions. This increased the number of awardees participating at the doctoral-level program to 216 persons. In 1972, the funds were maintained at the same funding level of $1,900,000; therefore, there was no increase in the number of awardees or institutions. In 1973, the funds were increased to $3,000,000. Five hundred thousand dollars ($500,000) was required to support the 56 awardees that entered the program in 1971, and the remaining $2,500,000 was utilized to support 286 one-year level awardees. In 1974, the funds were again kept at the $3,000,000 level, and we now have 347 awardees at 28 different institutions. In the doctoral program, approximately 20 percent of the awardees were women and 11 percent minority and ethnic groups. Of the 347 presently in the program, 33 percent are women and it is estimated that approximately 20 percent are minority or ethnic groups. This data will be available after we receive the first interim report from each of the present 28 institutions involved in this program.

Highlights in the Leadership Development Program

Let me now cite some of my observations as I moved across the nation monitoring the various projects within the institutions involved in the leadership development program. I have five items which I call high points and changes that have taken place since the inception of this program.

1. Comprehensiveness - This program enhanced and enlarged the development of across-the-board vocational leadership development program, and in some instances, added an interdisciplinary flavor to the graduate programs.

2. Career Education - Career education classes and/or seminars were conducted at most of the institutions. These probably were the first offerings of career education as a concept at the graduate level.

3. Internship - Probably one of the most valuable aspects of the leadership development program. The internship served to give some of the awardees a direct experience in their area of interest, and to others, it was a chance to broaden their experiences toward their future aspirations. YPDA awardees were involved in full-time internships in a variety of locations and types of organizations; among them were:

Educational Laboratories

Research Coordinating Units

Technical Institutions

Area Vocational Schools

Teacher-Education programs within and outside the Institutions

State Departments

State Advisory Boards

College Accrediting Associations

Private Consulting Firms

AVA Headquarters

U. S. Office of Education

Educational-Planning Councils

Curriculum Laboratories

Penal Institutions

Peace Corps in Africa

4. Seminars and tutorials - The seminars were scheduled weekly or bi-weekly. The basic goals of the seminars or tutorials were to

provide staff and awardees with the opportunity to explore and develop a wide range of decision-making and leadership skills. The range of activities within these seminars were many and varied. They consisted of developing advocacy or policy papers, inviting guest speakers to present such topics as School Law, Public Relations in Vocational Education, Career Education, Accountability, The Legislative Process, Economics, Research Design, and others. The seminars were also effective as open forums to encourage free exchange of ideas.

5. Interactions - The diversity of backgrounds of each awardee is a rather unique and unexpected dividend in the learning process within the 552 leadership development program. The exchange of ideas and experiences of those from the different disciplines within vocational education and those from other disciplines tended to broaden the views and the perceptions of each awardee.

Products of the Program

There is a clear indication to me that the leadership program is meeting or exceeding expectations of training leaders for the field of vocational education. As of this past June, approximately 125 of the original awardees have been placed in leadership positions. They have been placed in such positions as:

Associate Deans and Deans of Junior Colleges

Executive Directors of State Advisory Councils

State and Local Supervisors of vocational discipline areas

Area Vocational School Directors

Educational Personnel Coordinators in State Departments

Assistant Directors of RCU's

Department Chairpersons

Directors of Curriculum Laboratories

Vice President of Facilities and Planning at a university

These are some of the positions graduates of this program now hold, which indicates the flavor of the positions for which some of you here in this room aspire to achieve.

In the last few minutes I have given you a rather brief overview of the three-year doctoral-level program. Now let me briefly speak to the present program.

Present Program

The EPDA, Part F, Section 552 Legislation made it possible to fund the 28 universities which all of you awardees are presently attending. The funds which these universities receive permits them to develop a program for you to assist in your professional growth as future leaders.

In addition to the program offerings, each of the participating universities should, and probably does, encourage each of you to effectively utilize the facilities, equipment, staff and other resources that are available on and off campus. Even though these resources are readily available, it's up to each and everyone of you to take full advantage of them if you are to attain the necessary skills, competencies, and knowledge for your future role as leaders.

Today, we have with us two speakers who will address themselves to the theme of this workshop -- "Leadership for Change." Dr. Mary Kevit will speak of "Potential for Change," and Dr. Cayce Scarborough will speak on the "Awareness of Change." Both of these speakers will probably provide you with new insights as to what "changes" are

needed in order to improve the present education system. The speakers and their topics, together with your group-session discussions, are an added dimension to your leadership training.

This total leadership program, in essence, is to bring about "changes" in all of you for your future potential roles as leaders, which should, directly or indirectly, influence the field of vocational and career education.

In my speech at the AVA Convention in Portland three years ago, I stressed that you need not only aspire to be an area vocational school director or a supervisor of some vocational program; rather, it is hoped that you will aspire to a position which can give you a greater role in influencing vocational programs such as a local or state superintendent of schools or a president of an institution of higher education.

Some of you may want to exert influence as a Congressman or woman with the State Congress or the National Congress; yes, even the Presidency of the United States is a possibility!

The leadership program is, in fact, a program to bring about change--and that change is for the institution on the one hand, which I briefly mentioned before, but the most important change must take place in <u>you</u>!

Yes, <u>you</u>! This program and the institution you are attending is attempting, hopefully, to help you change from the role you have been playing to a role as a leader--the EPDA grant and the institution is merely furnishing the resources, but you must be receptive to these changes within yourself so that you can apply to your learning process the leadership functions such as:

1. Effectively organizing your objectives,
2. Carefully developing a logical plan of approaching your learning process,
3. Effectively utilizing your time and resources while in this program,
4. Developing a logical approach and alternatives to resolving your problem or meeting your objectives,
5. Cooperating with, and interacting among, your peers and professors,
6. Evaluating yourselves to determine and strengthen your weaknesses and continue to update and maintain your strengths.

The EPDA program has "led you to the trough containing the water" (EPDA Leadership Development Program)--it's up to you to partake of the knowledge and skills contained within that "trough."

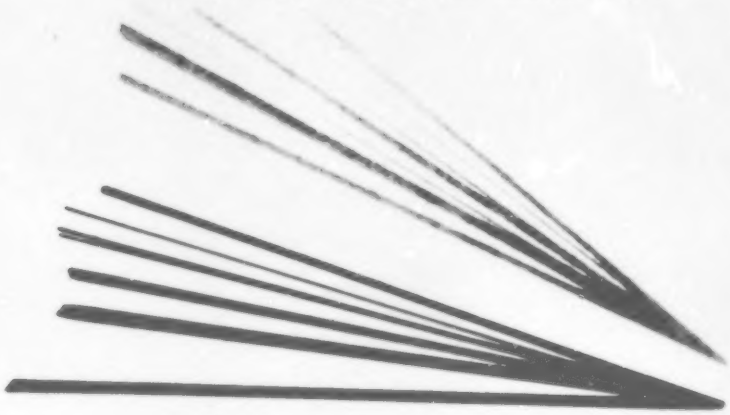
In my closing remarks, I will challenge you to ask yourselves:

In requesting changes of my peers and subordinates, what changes must I make within myself? What changes will it be necessary for me to make in my mode of operation? What changes will I make in my attitude toward my colleagues and other personnel within the system?

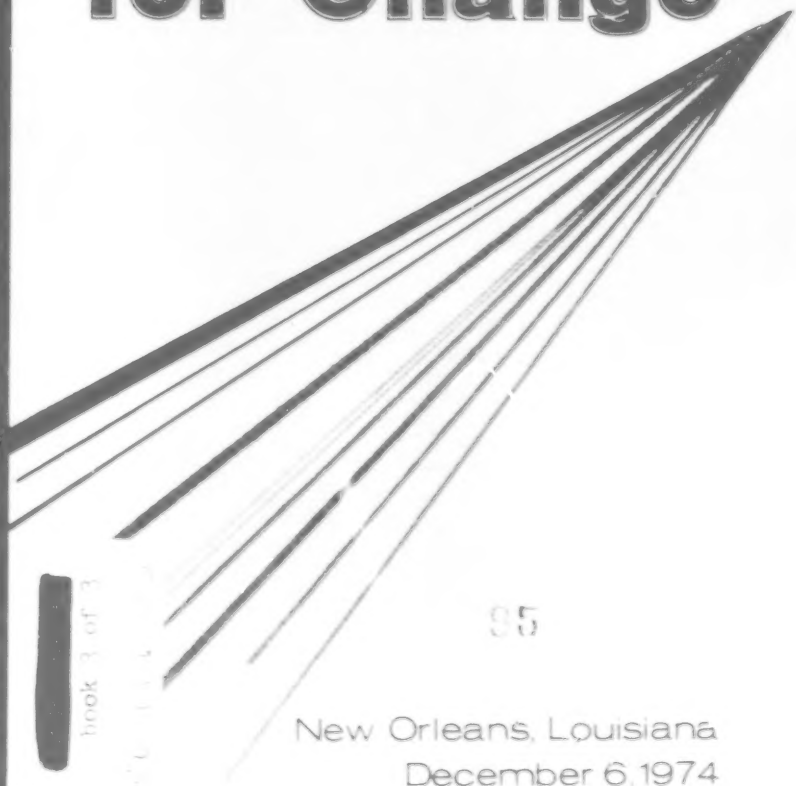
In other words, as a leader you will need to really look closely at yourself as well as those you work and relate to. Too often we want to change the facilities, the equipment, and the conditions, but in reality in many instances the only change we need is in our attitudes.

Thank you.

NATIONAL EPD SEMINAR



Leadership for Change



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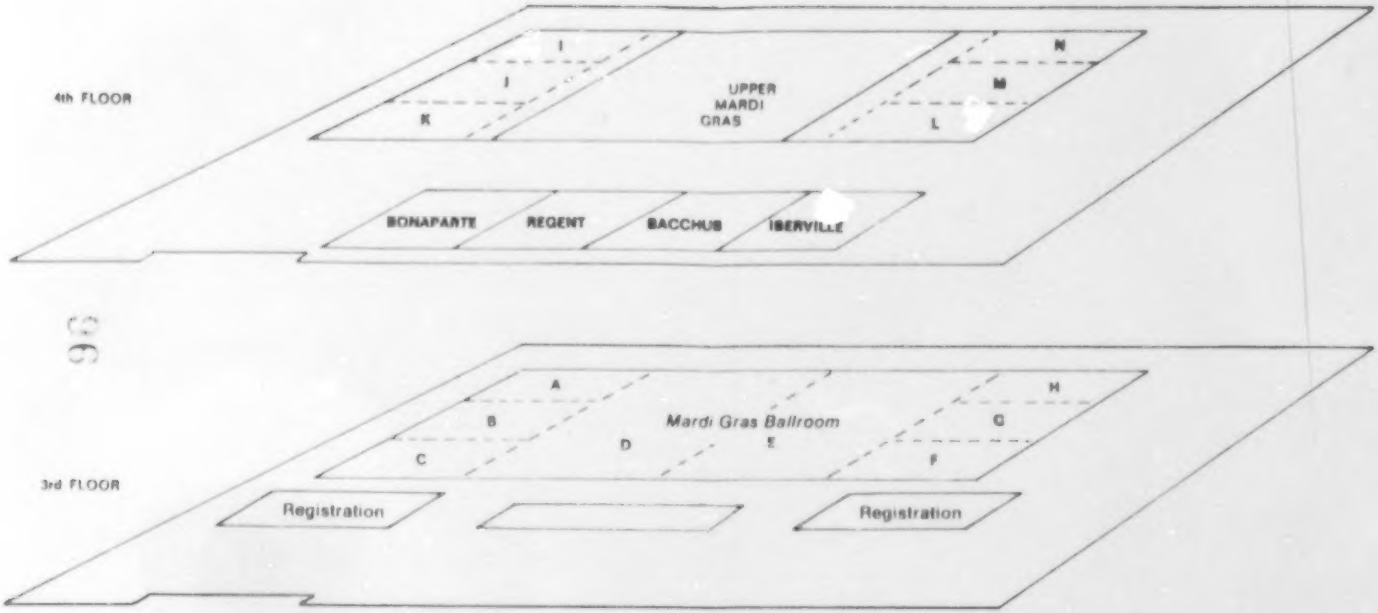
New Orleans, Louisiana
December 6, 1974



NEW ORLEANS/Marriott

NATIONAL EPD SEMINAR

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NATIONAL EPD SEMINAR

Marriott Hotel - Mardi Gras Ballroom
New Orleans, Louisiana

December 6, 1974

Mr. Bill Hollenback - General Arrangements Chairperson
Oklahoma State University

AGENDA

8:00- 9:00	**Registration** Tom Seymour - Colorado State University
9:00- 9:05	**Welcome**
9:05- 9:15	**Greetings from American Vocational Association** Dr. Mary Ellis, President
9:15- 9:30	**Introduction of Guests** Katy Greenwood - University of Minnesota Comments by Mr. Robert P. Van Tries National Resource Panel, Chairman
9:30- 9:45	**Vocational Education Leadership Development Program** Mr. Frank Perazzoli, EPDA 552 Program Officer Introduced by Josephine Sawaia - Michigan State University
9:45-10:25	**"Leadership in Vocational Education: Potentials for Change"** Dr. Mary Kievit Introduced by Alvin Parrish - University of Maryland
10:25-10:30	**Announcements and Acknowledgements** Comments by Charles Harrington McGraw-Hill Book Company Representative Gregg and Community College Division
10:30-12:00	**Small Group Interaction Sessions - Sections A-J** Introduction of Small Group Leaders Spencer Whitney - University of Connecticut *Coffee will be served in each Small Group Session* *Courtesy* *of* *McGraw-Hill Book Company* *Gregg and Community College Division*
12:00- 1:30	**Lunch**

1:30- 1:35 **Introduction of National EPDA Task Force**

1:35- 1:55 **Vocational Education Legislation**
Dr. Melvin Barlow
Introduced by Buzz Canup - North Carolina State University

1:55- 2:10 **Future of EPDA**
Dr. Duane Nielsen
Introduced by Ray Ryan - University of Missouri

2:10- 2:15 **Comments on Display Booth**
Ted Gasper, Jr. - University of Kentucky

2:15- 2:55 **"Leadership in Vocational Education: Avenues of Change"**
Dr. Cayce Scarborough
Introduced by Henry Stricklen - University of Georgia

2:55- 3:00 **Announcements and Acknowledgements**

Comments by Tom Rogers - John Cadigan
Brodhead-Garrett Company Representatives

3:00- 4:30 **Small Group Interaction Sessions - Sections A-J**
Introduction of Small Group Leaders
John Skinkle - University of Minnesota

Coffee will be served in each Small Group Session
Courtesy
of
Brodhead-Garrett Company

4:30- 6:30 **Free Time**

6:30- 8:00 **Attitudinal Adjustment Period**
Ken Smith - Southern Illinois University
Cash Bar - Strolling Musicians

Remarks by Dr. William F. Pierce
U.S. Dept. of HEW, Deputy Commissioner

Evening Reception
Warren Valdry - University of California/Los Angeles
Hors d'oeuvres

Comments by John Obst - Jud Jordan
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SMALL GROUP INTERACTION SESSIONS

10:30-12:00 a.m.

Group A - Section I *UNIVERSITY OF CALIFORNIA/Los Angeles*

Topic: Proactive vs. Reactive Leadership: Strategies for Innovative Change in Vocational Education

Chairperson: Jay Sayer Recorder: Verna Frey

Resource Persons: Dr. Melvin D. Miller - University of Tennessee
Dr. H. C. Kazanas - University of Missouri
Dr. A. J. Miller - Ohio State University

Group B - Section I *COLORADO STATE UNIVERSITY*

Topic: Career Education

Chairperson: Greg Gill Recorder: Caryl Kennedy

Resource Persons: Dr. Gordon Swanson - University of Minnesota
Dr. Wayne Ramp - Southern Illinois University
Dr. Robert Meisner - Kansas State University

Group C - Section I *FLORIDA STATE UNIVERSITY*

Topic: Application of Performance-Based Teacher Certification in Vocational Education

Chairperson: Gracie Jones Recorder: Jackie Gonzalez

Resource Persons: Dr. Ted Ivarie - Utah State University
Dr. G. L. O'Kelley, Jr. - University of Georgia
Dr. Calvin Cotrell - Temple University

Group D - Section I *UNIVERSITY OF GEORGIA*

Topic: Vocational Education for Handicapped and Disadvantaged

Chairperson: Joan McHahn Recorder: Sharon Brumlow

Resource Persons: Dr. R. W. Montgomery - Auburn University
Dr. Roy Hinrichs - Mississippi State University
Dr. Robert E. Andreyka - Florida State University

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Group E - Section I *SOUTHERN ILLINOIS UNIVERSITY*

Topic: New Developments in Cooperative Education

Chairperson: Bob Peacock Recorder: Marcia Allen

Resource Persons: Dr. Harold Binkley - University of Kentucky
Dr. Joel Galloway - Oregon State University
Dr. Lloyd J. Phipps - University of Illinois

Group F - Section I *KANSAS STATE UNIVERSITY*

Topic: Vocational Educator's Role in Career Education

Chairperson: William Lane Recorder: Patrick Leddy

Resource Persons: Dr. Harold Halfin - University of Wisconsin/Stout
Dr. Donald Maley - University of Maryland
Dr. Gary Green - Oklahoma State University

Group G - Section I *TEXAS A & M UNIVERSITY*

Topic: Women in Vocational Education

Chairperson: Lois Trahan Recorder: Bobbie Biggs

Resource Persons: Dr. Duane Blake - Colorado State University
Dr. E. D. Kurth - Auburn University

Group H - Section I *UNIVERSITY OF MARYLAND*

Topic: Minorities Want a Say in Vocational Education

Chairperson: April Burriss Recorder: Sheldon Lloyd

Resource Persons: Dr. Peter G. Haines - Michigan State University
Dr. Richard W. Whinfield - University of Connecticut

Group I - Section I *MICHIGAN STATE UNIVERSITY*

Topic: New Directions in Vocational Education Leadership

Chairperson: William Wyche Recorder: James Thomas

Resource Persons: Dr. Don Phillips - Oklahoma State University
Dr. Dewey Adams - Virginia Polytechnic Institute & State University
Dr. Melvin Barlow - University of California/Los Angeles

Group J - Section I *UNIVERSITY OF MISSOURI*

Topic: Vocational Education for Special Needs

Chairperson: Jim Pershing Recorder: Carolyn Rainey

Resource Persons: Dr. Carl Schaefer - Rutgers University
Dr. Ray Perkins - Texas A & M University
Dr. Jerome I. Leventhal - Temple University

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SMALL GROUP INTERACTION SESSIONS

3:00-4:30 p.m.

Group A - Section II *UNIVERSITY OF NEBRASKA*

Topic: Develop a Spirit of High-Level Professionalism

Chairperson: LeRoy Michaelis Recorder: Nick Teig

Resource Persons: Dr. G. L. O'Kelly, Jr. - University of Georgia
Dr. H. C. Kazanas - University of Missouri

Group B - Section II *RUTGERS UNIVERSITY*

Topic: Shortcomings of Vocational Leadership

Chairperson: Al Gasior Recorder: Naomi Platt

Resource Persons: Dr. Melvin D. Miller - University of Tennessee
Dr. Don Phillips - Oklahoma State University
Dr. E. D. Kurth - Auburn University

Group C - Section II *OHIO STATE UNIVERSITY*

Topic: "How To" - Practical Suggestions for Improving Vocational Leadership

Chairperson: Alvilda Floyd Recorder: Joan Earnhart

Resource Persons: Dr. Harold Binkley - University of Kentucky
Dr. Dewey Adams - Virginia Polytechnic Institute & State University
Dr. Lloyd J. Phipps - University of Illinois

Group D - Section II *OREGON STATE UNIVERSITY*

Topic: Better Relationships Between Vocational & General Education

Chairperson: Jean Dille Recorder: Stella Wirth

Resource Persons: Dr. Ray Perkins - Texas A & M University
Dr. R. W. Montgomery - Auburn University
Dr. Jerome I. Leventhal - Temple University

Group E - Section II *TEMPLE UNIVERSITY*

Topic: Women in Vocational Education

Chairperson: Carol Bronk Recorder: Nicholas Panagoplos

Resource Persons: Dr. Robert Meisner - Kansas State University
Dr. Carl Schaefer - Rutgers University
Dr. Hazel Crain - University of Nebraska

Group F - Section II *UNIVERSITY OF TENNESSEE*

Topic: How to Relate Effectively with Legislators

Chairperson: Wayne Jones Recorder: Delorise Barnes

Resource Persons: Dr. Donald Maley - University of Maryland
Dr. Wayne Ramp - Southern Illinois University

Group G - Section II *UNIVERSITY OF KENTUCKY*

Topic: Qualities of Leadership

Chairperson: Sarah Henry Recorder: Barbara Moran

Resource Persons: Dr. Ted Ivarie - Utah State University
Dr. Richard W. Whinfield - University of Connecticut
Dr. A. J. Miller - Ohio State University

Group H - Section II *TEXAS CONSORTIUM D - Region 10*

Topic: Funding of Vocational Education

Chairperson: W. Dean Perkins Recorder: Kay Funderburk

Resource Persons: Dr. Billy N. Pope - Texas Consortium D - Region 10
Dr. Melvin Barlow - University of California/Los Angeles
Dr. Harold Hulfin - University of Wisconsin/Stout

Group I - Section II *VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY*

Topic: Research in Vocational Education

Chairperson: Carolyn Litchfield Recorder: Gary Scott

Resource Persons: Dr. Gordon Swanson - University of Minnesota
Dr. Peter G. Haines - Michigan State University
Dr. Joel Galloway - Oregon State University

Group J - Section II *UNIVERSITY OF WISCONSIN/Stout*

Topic: How Can Vocational Educators be Effective in Equalizing for Minorities: Women, Disadvantaged, Handicapped, Etc.

Chairperson: Lordeas Braxton Recorder: Elaine Smith

Resource Persons: Dr. Duane Blake - Colorado State University
Dr. Calvin Cotrell - Temple University

EPDA 552 CURRENT AWARDEES
1974-75

WESTERN REGION

COLORADO STATE UNIVERSITY

Armstrong, Elmer
Burris, Orville
Chemla, Michele
De Jong, Steve
Eastgate, Sharyl L.
Gill, Gregory D.
Hartley, Nancy
Hartley, Robert
Holloway, Harry D.
Howell, May
Huneke, Eleanor C.
Johnson, Felix E.
Kennedy, Caryl L.
LeaVerton, William
Maynard, Howard R.
Mecagni, Richard A.
Minnaert, Kenneth J.
Nasman, Leonard O.
Owen, James R. Jr.
Palmer, Ruth B.
Seymour, Thomas J.
Stone, Harold R.
Young, LaVerne M.

OKLAHOMA STATE UNIVERSITY

Bowers, Ellen
Gifford, Jimmy
Hollenback, Bill
Johndrow, James
Leighton, Thomas
Madrid, Viola L.
McNeil, Richard
Pierce, Denise
Schack, Markham
Shepperd, Richard
Taylor, Mark
White, Robert
Wilhoit, J. D.

OREGON STATE UNIVERSITY

Carmen, David
Decelle, Wendy
Dille, Jean
Fuller, Gary
Gordon, James
Hamby, Jeannette
Holm, Gary P.
Howlett, John
Hunsaker, Floyd
Jameson, Virginia
Konenen, James
Nichols, Davis
Nicholson, Herb
Parks, Nina
Stratton, Herbert
Timothy, Timothy
Thorp, Dennis A.
Wieser, William
Wirth, Stella

TEXAS A & M UNIVERSITY

Bekker, Gerald C.
Bevers, Floyd G.
Biggs, Bobbie J.
Bullock, Edith A
Campbell, Marian
Goodwin, Alfred V.
Grusy, William A.
Hood, Florence F.
Hull, Marc E.
Hutchinson, John G.
Johnson, Richard C.
Malowe, Robert T.
Salazar, Arturo
Tammen, Jimmy R.
Trahan, Lois P.
Wakui, Lawrence

TEXAS CONSORTIUM D - Region 10

Cogswell, J. E.
Grace, Angie
Perkins, W. D.
Saunier, Donald T.
Trudeau, Ruth

UNIVERSITY OF CALIFORNIA/Los Angeles

Adams, Barbara
Davies, Jeff
Dean, Tom
Eichorn, Martie
Ellis, Ed
Frey, Verna
Harris, Elizabeth
Harris, Virgie
Kaplan, Niles
Klubnik, Joan
Laurie, Charles
Malina, Verlie Ann
Marken, Mara
McAvoy, Joyce
Phillips, Chuck
Phillips, Linda
Rudnitsky, Andrea
Sayer, Jay
Thompson, Don
Valdry, Warren

UTAH STATE UNIVERSITY

Bailey, Gale
DuPre, Fred
Ewell, Kendell L.
Kelly, Gloria
Meyers, Bruce
Moeller, Leland L.
Peterson, Tom
Ramsey, Bette

EPDA 552 CURRENT AWARDEES
1974-75

CENTRAL REGION

KANSAS STATE UNIVERSITY

Boucher, Henry
Harris, Barbara
Jones, Delores
Krueger, August W.
Lane, William H.
Leddy, Patrick
Marar, Esther
Olopai, Margarita
Pawling, Robert
Perron, Janet
Ross, Norma
Taylor, June

MICHIGAN STATE UNIVERSITY

Baker, Ronald
Boyer, Donald
Craig, Tim
Fortin, Paul
Hollenbeck, Dawn
Hutt, Roger
Kopple, Joseph
Kunnecke, Jackie
OberLander, Marvin
Sawaia, Josephine
Skocelas, Robert
Stott, James
Thomas, James
Warren, John
Wyche, William
Zajac, Connie

SOUTHERN ILLINOIS UNIVERSITY

Acord, James
Allen, Marcie
Heisig, Patricia
McLuckie, John
Morse, Paulette
Peacock, Robert
Smith, Kenneth

UNIVERSITY OF ILLINOIS

Byard, William
Daniels, James H.
Erikson, Thomas
Felstehausen, Joyce
Hernandez, Maria
Jones, Clarence
McBride, Eleanor
Michael, Bertin W.
Phelps, L. Allen
Purcell, Arthur
Ramey, Walter S.
Richardson, Joyce
Rose, Robert
Santiago, Carmelo
Schickner, Ann
Sutherland, Jan
Torrie, Margaret
Waters, Charlotte

UNIVERSITY OF MINNESOTA

Allen, Deena
Christiaansen, Gene
Duffey, James Joseph
Geigle, Erwin
Greenwood, Katy
Gritz, Randy Sue
Irvin, Donald E., Jr.
Loebs, James
Luftig, Jeffrey T.
Murphy, Herb
Norman, Thomas Eugene
Palmer, Roger
Rossman, Marilyn
Skinkle, John D.
Smith, Craig
Stapleton, Clement E.
Strom, Sharon K.
Watts, John A.
Weisser, Margaret
Wilson, Blaine R.

UNIVERSITY OF MISSOURI

Bloxom, Deborah
Brown, Ernest
Cole, Sally L.
Elbert, Dennis
Gordon, Bob
Grossman, Arthur
Hagee, Gale
Hausmann, Evelyn
Masterson, James
Morrison, Raymond
O'Bannon, James
Pershing, James
Rainey, Carolyn
Reed, Warren E.
Ruby, Ralph, Jr.
Ryan, Ray
Schlichting, Harley
Walden, James
Waltner, Charles

UNIVERSITY OF NEBRASKA

Bonner, Larry D.
Campbell, Richard G.
Lake, Richard K.
Michaelis, G. LeRoy
Reed, Jack C.
Teig, Nick E.
Vickery, John J.
White, James

UNIVERSITY OF WISCONSIN/Stout

Braxton, Lordeas
Kraska, Marie
Mumford, Sabra
Osterhus, Gayle
Smith, Elaine

EPDA 552 CURRENT AWARDEES
1974-75

SOUTHERN REGION

AUBURN UNIVERSITY

Clay, Alice
Croker, William
Gray, Richard A.
Powell, Ralph
Kaufman, Jack L.
Washington, Herman

FLORIDA STATE UNIVERSITY

Gonzalez, Jackie
Jones, Gracie
McGregor, Janice

MISSISSIPPI STATE UNIVERSITY

Beatty, Jo
King, Sylvester
Pennington, James
Simmons, Kenneth L.

NORTH CAROLINA STATE UNIVERSITY

Brannon, Donald R.
Canup, Claude (Buzz)
Copeland, Gordon
Harris, Janice F.
LaCasse, Robert J.
Little, Laura J.
Meyerhoeffer, Edward
Mobley, Julia
Timm, Walter H.
Widmer, Francis C.

OHIO STATE UNIVERSITY

Akerman, Carol
Bina, James
Cliser, Martin
Cornell, James
D'Onofrio, Marianne
Earnhart, Joan
Farago, William
Floyd, Alvilda
Foose, Alphonse
Kasper, Richard
Moore, Barbara
Schlisinger, Mark
Shapiro, Miriam
Walters, Lawrence

UNIVERSITY OF GEORGIA

Brumlow, Sharon
McHan, Joan
Nauright, John R., Jr.
Prim, Ivan J.
Shuttle, Robert L.
Smith, Joseph C.
Strickler, Henry
Varnes, Earl
Wrisley, Robert

UNIVERSITY OF KENTUCKY

Arnold, Carole B.
Fardo, Stephen
Fleming, Jean
Gasper, T. H., Jr.
Gilbert, Sarah J.
Henry, Sarah T.
Moran, Barbara J.
Turner, Terry E.
Witt, Patricia A.

UNIVERSITY OF TENNESSEE

Aiken, Bill
Alexander, Glida
Barger, Bill
Barnes, Delorise
Barnett, Robert E.
Brettschneider, Harry
Clark, Joan
Cooper, Robert
Cooper, Sharon
Freeland, John
Hawkins, Lyle
Lewis, Jane
Malcom, Janne
McKenzie, Frank
Schmidlin, Barbara
Watanabe, Karla

VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY

Cilley, Richard N.
Eddy, Max
Hicks, Ira
Hicks, Julian L.
King, Mary Frances
Litchfield, Carolyn G.
Lynch, Paul C., Jr.
Nelson, David Lee
Pendleton, Barbara
Puckett, Gary
Roper, James D.
Scott, Gary D.
Singletary, William J.
Underwood, Winston L.
Westbrook, Arnold A.

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EPDA 552 CURRENT AWARDEES
1974-75

NORTHEAST REGION

RUTGERS UNIVERSITY

Bishansky, Meyer
Brancolino, Earl
Cartagena, Juanita
Cohen, Miriam
Galloni, Louis
Gasior, Albert
Isaac, George
Johnson, Mattie P.
Mills, Stewart
Obreiter, Merritt
Platt, Naomi
Pritchett, Thomas
Smith, Wilburn
Sumner, Mary
Szekely, Laura
Zagalick, Anthony

TEMPLE UNIVERSITY

Apparies, Barry
Barry, Paul
Boas, Edward, Jr.
Bronk, Carol
Carlotto, Paul
Davis, Arthur
Dawson, Ethelyn
Elliott, Elizabeth
Manglass, Donald
Moryan, Thomas
Panagoplos, Nicholas
Pheffer, Adam
Rainey, Averill
Steadman, Annette

UNIVERSITY OF CONNECTICUT

Bryant, Raymond
Christopher, Katherine
Cipriano, Anthony
Clifford, Richard
Hersh, Murray
Le Blanc, Robert
Lee, Richard
Norbert, Walter
Peruccio, Dennis
Pieterse, Charles
Ricciuti, Louis
Rohacik, Paul
Skolnick, Jan
Whitney, Spencer

UNIVERSITY OF MARYLAND

Burriss, April
Dwyer, Kathy
Koontz, Robert
Lloyd, Sheldon
Parrish, Alvin R.
Young, Lillian

EPDA 552 NATIONAL TASK FORCE

Dr. Harold Binkley, *Chairman* - University of Kentucky
Dr. Duane Blake - Colorado State University
Dr. Peter G. Haines - Michigan State University
Mr. Bill Hollenback - Oklahoma State University
Mr. Bob Spillman - Kentucky State Vocational-Technical Education Department
Dr. Lloyd L. Wiggins - Oklahoma State University

EPDA 552 PROGRAM DIRECTORS

Dr. Dewey A. Adams	*Virginia Polytechnic Institute & State University*
Dr. Robert E. Andreyka	*Florida State University*
Dr. Melvin L. Barlow	*University of California/Los Angeles*
Dr. Gary Bice	*University of Tennessee*
Dr. Harold R. Binkley	*University of Kentucky*
Dr. Duane L. Blake	*Colorado State University*
Dr. Calvin Cotrell	*Temple University*
Dr. Hazel Crain	*University of Nebraska*
Dr. Carl J. Dolce	*North Carolina State University*
Dr. Joel D. Galloway	*Oregon State University*
Dr. Peter G. Haines	*Michigan State University*
Dr. Harold Halfin	*University of Wisconsin/Stout*
Dr. Ted Ivarie	*Utah State University*
Dr. H. C. Kazanas	*University of Missouri*
Dr. Donald Maley	*University of Maryland*
Dr. Robert Meisner	*Kansas State University*
Dr. A. J. Miller	*Ohio State University*
Dr. Melvin D. Miller	*University of Tennessee*
Dr. R. W. Montgomery	*Auburn University*
Dr. Jerome J. Moss, Jr.	*University of Minnesota*
Dr. George L. O'Kelley, Jr.	*University of Georgia*
Dr. Ray Perkins	*Texas A & M University*
Dr. Lloyd J. Phipps	*University of Illinois*
Dr. Billy N. Pope	*Texas Consortium D - Region 10*
Dr. Wayne Ramp	*Southern Illinois University*
Dr. Carl J. Schaefer	*Rutgers University*
Dr. James E. Wall	*Mississippi State University*
Dr. Richard W. Whinfield	*University of Connecticut*
Dr. Lloyd L. Wiggins	*Oklahoma State University*

SPECIAL GUESTS

U. S. OFFICE OF EDUCATION

William Pierce, Deputy Commissioner for Occupational and Adult Education

Duane Nielsen, Director, Division of Educational Systems Development, Bureau of Adult and Occupational Education

Frank Perazzoli, EPDA 552 Program Officer

Charles H. Buzzell, Associate Commissioner, Occupational Planning

Kenneth Hoyt, Associate Commissioner, Career Education Program

John Lindia, Deputy Associate Commissioner, Career Education

Muriel Shay Tapman, Education Program Officer

NATIONAL RESOURCE PANEL, EPDA 552, Part F

Robert Van Tries, Chairman - State Director of Vocational Education, Minnesota

John W. Struck, State Director of Vocational Education, Pennsylvania

Norman N. Durham, Dean of Graduate College, Oklahoma State University

Robert Madson, State Department of Education, Minnesota

Carl J. Dolce, Dean of School of Education, North Carolina State University

Carl J. Schaefer, Graduate School of Education, Rutgers University

Henry Ten Pas, School of Education, Oregon State University

Donald Clark, Associate Dean for Research, College of Education, Texas A & M University

Gary Bice, Research Coordinating Unit, University of Tennessee

John K. Coster, Director, Center for Occupational Education, North Carolina State University

Gordon I. Swanson, Project Coordinator, University of Minnesota

Katy Greenwood, Administrative Assistant

NATIONAL ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

James A. Rhodes, Chairman
Calvin Dellefield, Executive Director
Davis Van Alstyne
Mrs. Lewis Bachman
Senator W. Hughes Brockbank
John H. Bustamante
Jo Ann Callen
Frank Cannizzaro
Preston C. Carruthers
George B. Cook
Marvin F. Feldman
Salvatore B. Hoffman
Caroline Hughes
Lewis L. Levine
Dwaine R. Lund
Donald N. McDowell
Warren W. Means
Luis M. Morton, Jr.
Thomas Pauken
Roman Puchinski
John W. Thiele
Margo L. Thornley

AMERICAN VOCATIONAL ASSOCIATION

Mary Ellis, President

Lowell Burkett, Executive Director

John Hudson, Associate Director

NATIONAL ASSOCIATION OF STATE DIRECTORS FOR VOCATIONAL EDUCATION

James L. Reid, President - Maryland Assistant Superintendent in Vocational Education

Francis Tuttle, Vice President - Oklahoma State Director of Vocational and Technical Education

NATIONAL EPD SEMINAR SPEAKERS

Mary Kievit, Rutgers University

Cayce Scarborough, Auburn University

STANFORD RESEARCH INSTITUTE

Phyllis Hamilton, Principal Investigator, Study on Education Professions in Vocational Education

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John Obst and Jud Jordan, Representatives

EPDA SUITE - MARRIOTT HOTEL

This suite has

been reserved

for EPDA Committee use,

and reservations

for this facility may

be made by contacting

Bill Hollenback

ASSIGNMENTS & RESPONSIBILITIES

GENERAL ARRANGEMENTS:

Mr. Bill Hollenback, Chairperson - Oklahoma State University
Dr. Gordon Swanson, Advisor - University of Minnesota

Responsibilities:

Coordinate all committee work
Coordinate EPDA Activities with AVA Convention Coordinator, John Hudson
Convention Chairman for EPD New Orleans Seminar
Serve as budget committee
Assist in physical plant layout (Marriott Hotel)
Suite for "EPDA Committee" headquarters
Theme topic for New Orleans EPD Seminar (Leadership for Change)
Invitations
Masters' of ceremonies of day's activities
Recorder for St. Louis, Missouri, meeting of September 28-29, 1974
Recorder for the December 6, 1974, EPD Seminar
Prepare a resume or summary of the 1974 New Orleans EPD Seminar

Central Advisory Committee:

Ray Ryan - University of Missouri
Josephine Sawaia - Michigan State University

Committee Members:

Katy Greenwood - University of Minnesota
Roger Hutt - Michigan State University
Jim Pershing - University of Missouri
Thomas Pritchett - Rutgers University
Ralph Ruby - University of Missouri

SEMINAR LOGISTICS:

Mr. Jackie Elliott, Chairperson - University of Tennessee
Dr. Duane Blake, Advisor - Colorado State University

PROGRAM COMMITTEE:

Mr. John Skinkle, Chairperson - University of Minnesota
Dr. Lloyd L. Wiggins, Advisor - Oklahoma State University

RECEPTION COMMITTEE:

Mr. Warren W. Valdry, Chairperson - University of California/Los Angeles
Dr. Peter G. Haines, Advisor - Michigan State University

BOOTHS - INFORMATION AND/OR DISPLAY:

Mr. Ted Gasper, Chairperson - University of Kentucky
Dr. Harold Binkley, Advisor - University of Kentucky

SEMINAR LOGISTICS:

Mr. Jackie R. Elliott, Chairperson - University of Tennessee
Dr. Duane Blake, Advisor - Colorado State University

Responsibilities

Program printing (Seminar and Reception Program)
Registration, including collecting and receipting fee (Estimated Number to Attend)
Name Tags
Work up registration packets
Clear all requests for A-V type materials
Coordinate EPDA and AVA dues - (AVA Registration $15.00--Dues $3.00)
Information desks
Coffee breaks
Attitudinal adjustment hour

Printing Programs
Kendell Ewell, Chairperson - Utah State University

Registration
Tom Seymour, Chairperson - Colorado State University
Bob White, Controller - Oklahoma State University

7:30 - 9:00 a.m.

Western and Central Regions
Ellen Bowers - Oklahoma State University
Steve De Jong - Colorado State University
Kendell Ewell - Utah State University
May Howell - Colorado State University
C. LeRoy Michaelis - University of Nebraska
LaVerne Young - Colorado State University

Southern and Northeast Regions
Greg Gill - Colorado State University
Eleanor Huneke - Colorado State University
Howard Maynard - Colorado State University
Jim Owen - Colorado State University
Kay Pearson - University of Tennessee
Denise Pierce - Oklahoma State University

9:00 - 10:30 a.m.

Western and Central Regions
Marie Charles - Colorado State University
Nancy Hartley - Colorado State University
Willie Lindsey - University of Tennessee
Bruce Meyers - Utah State University
Ken Minnaert - Colorado State University
Janet Peterson - University of Tennessee

Southern and Northern Regions
Larry Bonner - University of Nebraska
Wayne Burris - Colorado State University
Fred DuPre - Utah State University
Sharyl Eastgate - Colorado State University
Caryl Lee Kennedy - Colorado State University
W. W. LeaVerton - Colorado State University

10:30 - 12:00 a.m.

Western and Central Regions
Bill Aikens - University of Tennessee
Len Nasman - Colorado State University
Bette Ramsey - Utah State University
Nick Teig - University of Nebraska
J. D. Wilhoit - Oklahoma State University

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Southern and Northeast Regions
Harry Holloway - Colorado State University
Jim Johndrow - Oklahoma State University
Tom Peterson - Utah State University
John Vickery - University of Nebraska
Dee Wilder - University of Tennessee

Invitations to Past Awardees
Thomas Pritchett, Chairperson - Rutgers University
Arlene Hantjis - Rutgers University
Laura Szekely - Rutgers University

PROGRAM COMMITTEE:
Mr. John Skinkle, Chairperson - University of Minnesota
Dr. Lloyd L. Wiggins, Advisor - Oklahoma State University

Responsibilities
Seminar speaker and presenters
1. Identifying program goals
2. Articulating seminar goals with institutional goals
Small group sessions (10 groups a.m.) (10 groups p.m.)
1. Determining chairpersons
2. Determining recorders of proceedings
3. Determining use of consultants or resource persons
Determine the number of small group discussions
Topics for small group discussions
Project Directors (Resource Persons)
Other (Resource Persons)

Speakers
Alvin Parrish, Chairperson - University of Maryland
Buzz Canup, Jr. - North Carolina State University

Small Group Interaction Sessions
Spencer Whitney, Chairperson - University of Connecticut
Jim Gordon - Oregon State University
(Institutional Responsibilities Outlined on Pages 3-6)

Coffee Breaks
Richard McNeil, Chairperson - Oklahoma State University
Alva Jo Beatty - Mississippi State University
Jim Gifford - Oklahoma State University
James Pettigrew - Mississippi State University
Markham Schack - Oklahoma State University

RECEPTION COMMITTEE:
Mr. Warren Valdry, Chairperson - University of California/Los Angeles
Dr. Peter G. Haines, Advisor - Michigan State University

Responsibilities
Determining reception program
Meeting the guarantee
Tickets (Selling, Collecting, Complimentary)
Meeting costs
Speakers

Reception
Warren Valdry, Chairperson - University of California/Los Angeles
Liz Harris - University of California/Los Angeles
Carol Bronk - Temple University
Lordeas Braxton - University of Wisconsin/Stout
LeRoy Michaelis - University of Nebraska

Attitudinal Adjustment Period
Ken Smith, Chairperson - Southern Illinois University
Trish Heisig - Southern Illinois University
Pauletta Morse - Southern Illinois University

BOOTHS - INFORMATION AND/OR DISPLAY:
Mr. Ted Gasper, Jr., Chairperson - University of Kentucky
Dr. Harold Binkley, Advisor - University of Kentucky

Responsibilities
Decide whether to have booths
Decide how booths should be operated if they are to exist
Display booth
1. Posters
2. Institutional Banners
Information Booths
Posters to give direction to various workshops and display booths
Materials for booth (secure materials from each institution)
Placement service for institutions

Information Booths - Marriott Hotel
Angie Grace, Chairperson - North Texas State University
Richard Shepperd - Oklahoma State University
Mark Taylor - Oklahoma State University

Display Booth - Rivergate Convention Center
Ted Gasper, Jr., Chairperson - University of Kentucky
Jim Acord - Southern Illinois University
Patrick Leddy - Kansas State University
Carolyn Litchfield - Virginia Polytechnic Institute & State University
Lois Trahan - Texas A & M University
Jim Cornell - Ohio State University

DISPLAY AND INFORMATION BOOTH

Rivergate Convention Center
Educational Exhibit Booth No. 3

Saturday - December 7

12:00- 1:00 p.m.	*Ohio State University
	Oregon State University
1:00- 2:00 p.m.	Auburn University
	University of California/Los Angeles
2:00- 3:00 p.m.	Colorado State University
3:00- 4:00 p.m.	University of Connecticut
4:00- 5:00 p.m.	University of Georgia

Sunday - December 8

12:00- 1:00 p.m.	*Texas A & M University
1:00- 2:00 p.m.	Florida State University
2:00- 3:00 p.m.	University of Wisconsin/Stout
3:00- 4:00 p.m.	University of Illinois
4:00- 5:00 p.m.	University of Maryland

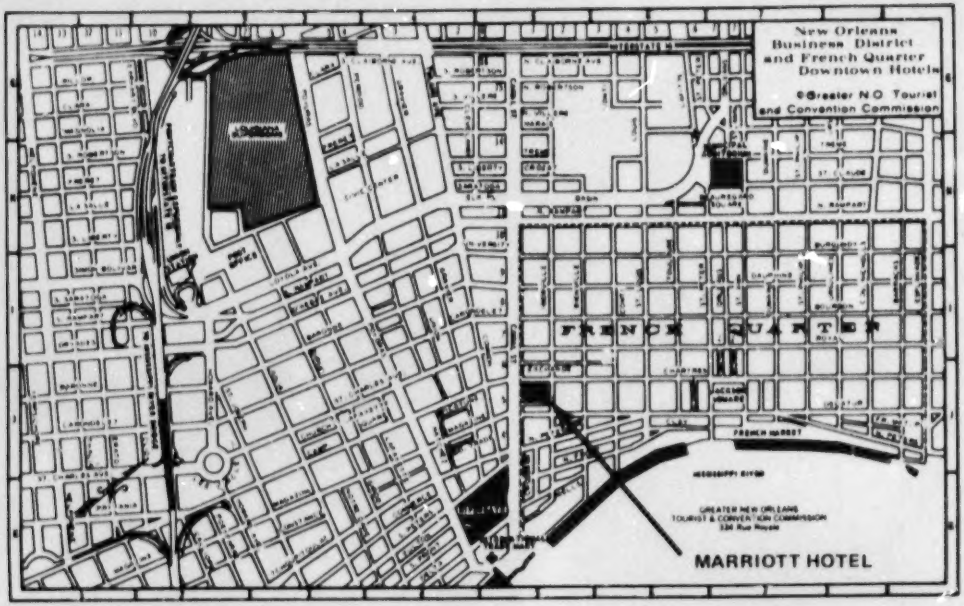
Monday - December 9

10:00-11:00 a.m.	*Southern Illinois University
11:00-12:00 a.m.	Utah State University
	Michigan State University
12:00- 1:00 p.m.	University of Minnesota
1:00- 2:00 p.m.	University of Tennessee
2:00- 3:00 p.m.	*University of Kentucky
3:00- 4:00 p.m.	Mississippi State University
	University of Missouri
4:00- 5:00 p.m.	University of Nebraska
5:00- 6:00 p.m.	Rutgers University

Tuesday - December 10

9:00-10:00 a.m.	*Kansas State University
10:00-11:00 a.m.	North Carolina State University
	Temple University
11:00-12:00 a.m.	*Virginia Polytechnic Institute & State University
12:00- 1:00 p.m.	Oklahoma State University
	Texas Consortium D - Region 10

**Responsibility for coordinating coverage of booth until the next **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THANKS TO AVA

The EPDA 552 awardees, project directors, and members of the National Resource Panel wish to express their appreciation to the American Vocational Association and particularly to Mr. John Hudson, the convention coordinator, for making it possible to conduct this National EPD Seminar in connection with the AVA Convention.